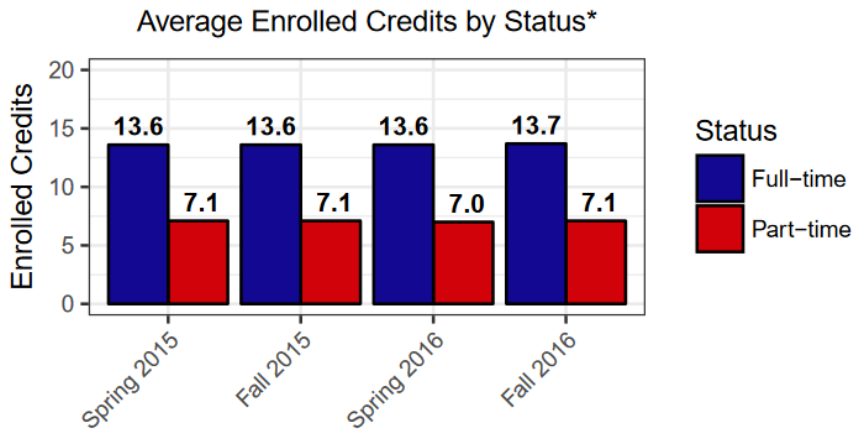


Greeting from Planning & Institutional Effectiveness (PIE)! We have been having a very busy Spring and would like to share a few of our current initiatives.

College, Institute and Program Profiles

As part of the program review process, PIE has developed individual **Program Profiles** that highlight enrollment, demographics and student success data for each program. A wealth of program related information (such as freshman/sophomore status, GPA, ethnicity, retention, graduation rates, student age, and total graduates) is presented in two easy-to-absorb pages. Check out your favorite programs at <https://www.brookdalecc.edu/pie/bccais/program-profiles/>



There are also **College** and **Institute Profiles** that provide quick but comprehensive overviews of all students, and of students in programs offered within the four Institutes. The graph to the left, depicting average enrolled credits by full and part-time status over time, is from the College Profile.

As shown above, Brookdale’s full-time students are consistently taking over 13.5 credits per long semester, which is greater than the financial aid definition of full-time as 12 or more credits. However, even at the rate of 13.5 credits a semester, a full-time student without prior college credit or need for Foundational Studies will not be able to graduate in four long semesters. The assumption that full-time students think they will graduate in two years combined with a growing number of part-time students has sparked the research described below on full and part time enrollments.

Credit “Slipping” – Students Who Drop from Full Time (FT) to Part Time (PT) Status

The percentage of Fall full-time students who return in Spring as full-timers has been steadily decreasing. Conversely the percentage of FT students who return PT has been rising. Specifically, this percentage has grown from 20.6% in Spring 2014 to 24.8% in Spring 2017. Why do almost 1 out of 4 full-timers drop to part-time status? PIE is taking a two-prong approach to identify the factors involved in this credit “slipping.”



PIE analyzed 10 different **demographic and student variables** in an analysis of Fall 2016 to Spring 2017 retention to determine what factors might be associated with the FT → PT change in status. Characteristics associated with a greater likelihood of switching from FT to PT are age (being 22 and over) and enrollment in only online courses or a mix of face-to-face and online courses in the Fall. On the flip side, characteristics associated with taking on a larger credit load (going from PT in Fall to FT in Spring) include being enrolled in one or two Foundational Studies courses, being enrolled at the Eastern Monmouth HEC or the Freehold Branch Campus in Fall, and receiving and maintaining financial aid.

In the second prong of the investigation, PIE has collaborated with the Institutional Planning & Effectiveness Committee (IPEC) of Governance to develop an online survey to identify **self-reported** reasons for dropping from

FT to PT status. The survey invitation and reminders were sent to all active Spring 2017 students. Over 600 students responded. Stay tuned for the survey analysis and discussion at IPEC! If you are interested in the data from Part I, contact us at pie@brookdalecc.edu.

College Transportation Committee Survey

PIE worked with members of the College Transportation Committee to develop an online survey to identify potential transportation problems experienced by Brookdale students. More specifically, the **Transportation Survey** asked students how many courses they took at each location, how they traveled to classes at each location and whether they had experienced any transportation difficulties getting to/from those sites.

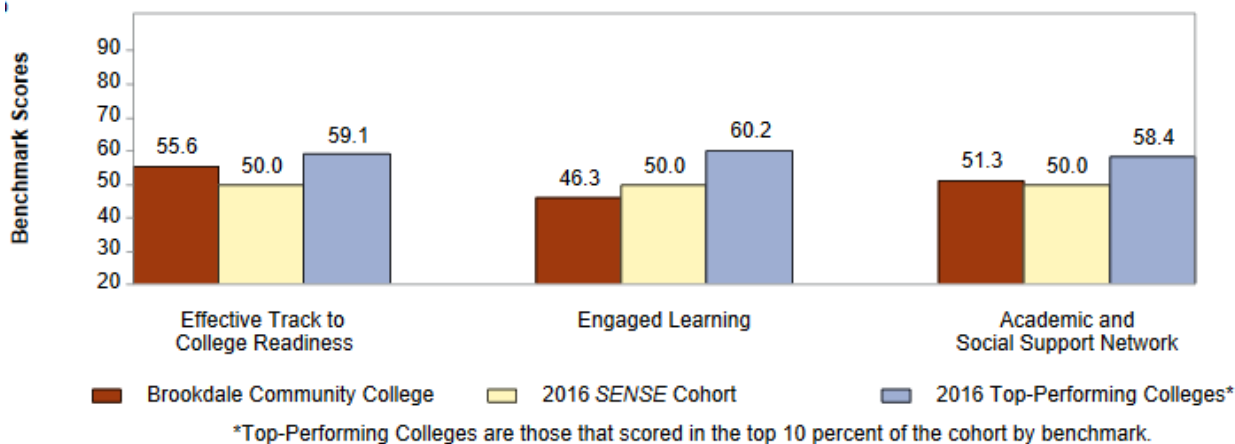


Those who reported transportation issues were asked about the types of difficulties they experienced and whether these caused them to arrive late / leave early for class, miss classes or drop classes. The survey also asked if limited or lack of transportation had stopped students from enrolling at any Brookdale locations.

The survey was sent to all Spring 2017 students. A total of 723 students responded. The results indicate that between 9.7% (Freehold attendees) and 25.6% (Lincroft attendees) experienced transportation difficulties getting to their classes. The most commonly reported transportation problems pertained to busing (e.g., no direct bus, bus schedule doesn't match class schedule) or having an unreliable car. The preliminary survey report was completed by PIE and has been sent to the Transportation Committee for feedback. Contact pie@brookdalecc.edu for a copy of the preliminary report if interested.

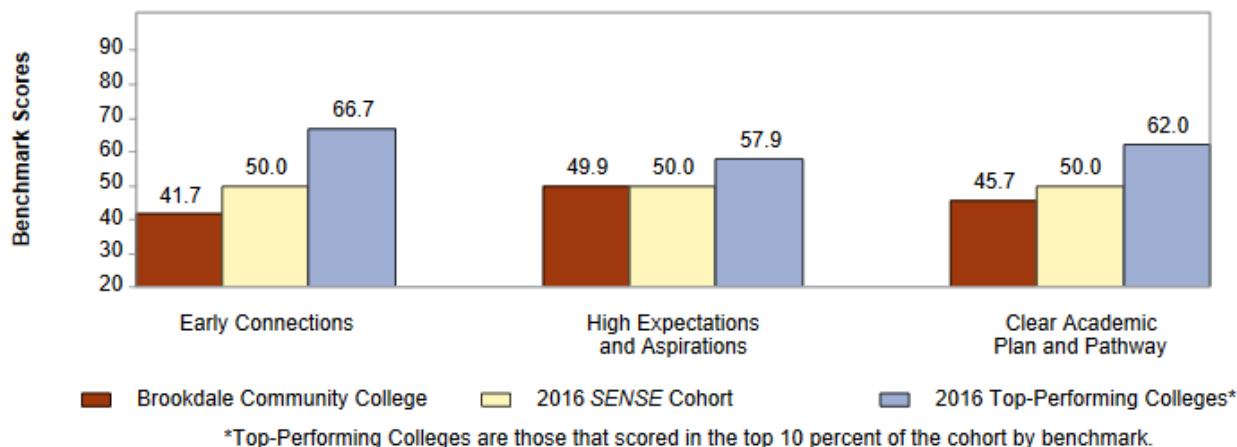
Survey of Entering Student Engagement

The Survey of Entering Student Engagement (SENSE) was administered to almost 1,200 Brookdale students in 81 course sections at the start of the Fall 2016 term. SENSE has six benchmarks that have been shown to be important to entering students' college experiences and educational outcomes. The results were made available to participating colleges in March, 2017. Brookdale scaled above the national cohort on two benchmarks: **Effective Track to College Readiness** and **Academic and Social Support Network**. These results suggest that Brookdale does a good job at "assessing and placing students into appropriate courses" and "implements effective strategies to ensure that students build academic skills and receive needed support. Brookdale also purposefully creates personal networks that enable students to obtain information about college services.



Brookdale did not fare as well on the other four SENSE benchmarks, scoring particularly low on **the Early Connections** benchmark. This benchmark addresses whether the student makes "a strong, early connection to

someone at the college” and includes items such as “At least one college staff member learned my name” and “The very first time I came to this college I felt welcome.” Brookdale’s 2016 SENSE Key Findings Report can be found at https://share.brookdalecc.edu/PIE/Documents/ss_sense_2016_keyFindings.pdf



Ruffalo Noel-Levitz Student Satisfaction Inventory (SSI).

This semester Brookdale administered the Ruffalo Noel-Levitz Student Satisfaction Inventory (SSI). The SSI assesses how satisfied students are, as well as what issues are important to them. Survey data can be used to strengthen student retention initiatives, identify areas of strength for institutional marketing, meet accreditation requirements, and guide strategic action planning. This was Brookdale’s 11th administration of the SSI. PIE gratefully acknowledges the assistance of all who were involved in the survey, from the 158 different faculty who administered the survey in class, to the Institute, Branch Campus and Higher Education Center staff who facilitated the process. **Thank you to all of you!** We will share the results when they are available. The results are sure to be useful in our work to ensure the highest quality programs and services for our students.

Also on PIE’s Plate this Spring:

- **FY17 Faculty Data Book.** The third and final installment of the FY17 Faculty Data Book is now available on the Planning & Institutional Effectiveness (PIE) website. This supplement includes Spring 2017 enrollment <https://www.brookdalecc.edu/pie/bccais/faculty-data-books/2016-2017/> by program of study (final), Spring 2017 enrollment by course and course prefix, Fall 2016 final grade distributions, including course success and completion rates, and Fall 2016 to Spring 2017 retention by program.
- The **Middle States Annual Institutional Profile (MSAIP)** has been submitted and is available for review https://share.brookdalecc.edu/PIE/Documents/ea_middleStates_2017.pdf on the PIE website. The MSAIP contains enrollment, graduates, distance education data, program specific accreditors, instructional staff, Branch Campus and Higher Education Center enrollment, and Finance data.
- **Program Review Student Surveys.** As part of the 5-Year Program Review process, PIE works with program faculty to develop surveys to be administered to program majors and non-majors. Some surveys are administered electronically, but most are collected in class. The last of the survey reports is underway and will be returned to faculty so student feedback can be incorporated into the program reviews.

If you have any questions or comments, feel free to contact any Planning & Institutional Effectiveness staff individually (see <https://www.brookdalecc.edu/pie/par-staff/>) or send us an email at pie@brookdalecc.edu.