Greetings from Planning & Institutional Effectiveness (PIE)! We had a very busy Summer and would like to share a few of our current initiatives.

RUFFALO NOEL LEVITZ Student Satisfaction Inventory™ (SSI)

Spring 2017 marked the eleventh time since 1996 that Brookdale Community College administered the Student Satisfaction Inventory (SSI), a nationally standardized survey instrument, to a representative sample of our student body. Surveys were administered in 165 course sections. Close to 2,500 (2,462) students completed the 2017 SSI, representing 20.7% of all enrolled Spring students.

Compared to the prior administration in Fall 2014, student satisfaction ratings *increased on 77 out of 79 possible items.* The single largest change in student satisfaction occurred with *parking.* Spring 2017 students were much more likely to find the parking situation adequate compared to those who were enrolled in Fall 2014. Other changes reflect an *increased sense of belonging, acceptance, respect, safety and support*. More specifically, nine of the top 11 biggest gains in satisfaction pertain to security and having a welcoming campus climate. These changes may reflect a variety of messages and initiatives by the College (e.g., Dreamer's Forum, the Student and Employee Support website, LBGTQ Ally Program, Helping Hands) reinforcing the point that Brookdale welcomes and values all.

As in the past, the greatest importance/satisfaction gaps have been in the areas of advising, counseling, and parking. Joining the pack this time is a new item pertaining to the affordability of textbooks. The survey data are available in a variety of file formats (e.g., interactive, PDF, historical) on the Planning & Institutional Effectiveness website at https://www.brookdalecc.edu/pie/bccais/student-satisfaction-surveys/

Annual Institutional Profile – NJ Office of the Secretary of Higher Education

Each of New Jersey's public institutions of higher education is required to submit an annual report to New Jersey Higher Education that addresses several performance indicators. Submission of this report, entitled the Annual Institutional Profile (AIP), fulfills the 1994 Higher Education Restructuring Act mandate to "prepare and make available to the public an annual report on the condition of the institution."

The Annual Institutional Profile includes a wide variety of Indicators such as accreditation status, number of credit and noncredit students served, academic preparedness of entering students, number of degrees conferred, graduation, transfer and retention rates, percentage of course sections taught by full-time faculty, characteristics of the Board of Trustees (e.g., race/ethnicity and affiliation), research and public service activities, degree and certificate programs offered, and major capital projects in fiscal year 2017.

As such, Brookdale's Annual Institutional Profile provides a summary of many of our fiscal year 2017 accomplishments and contributions to our community. The report is available at:
https://share.brookdalecc.edu/PIE/Documents/eaa_njSecHigherEd_2017.pdf

The County College of Monmouth

BROOKDALE

Annual Institutional Profile
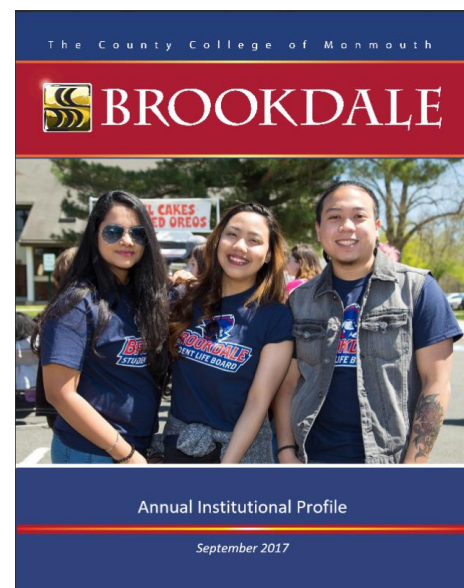
September 2017

2016 – 2017 Faculty Data Books

THE DATA BOOK

The Faculty Data Books are released in three installments per year, corresponding with Faculty Days in September, January, and May. The first installment of the 2017-2018 Faculty Data "Book" is now available on the Planning & Institutional Effectiveness website at:

https://www.brookdalecc.edu/pie/bccais/faculty-data-books/

The September supplement contains the following tables:
- **Chapter 1:** Fall 2017 Enrollment by Program of Study – Preliminary
- **Chapter 4:** Spring 2017 Final Grade Distributions - Summary Tables by Institute, by Course, and by Course Prefix within Institute
- **Chapter 6:** Classes of 2013 – 2017 Graduates by Program; 3-Year Graduation Rates by Program for Entering 2013 Cohort
- **Chapter 7:** Fall 2015 – Spring 2017 Retention by Program

Fall 2017 Student Opinion Reports (SORs)

It's not too early to begin thinking about Fall SORS.

In the 15-week term, SORs will be administered during the 9th-12th weeks of the semester (11/2/17 through 12/1/17). In the 11-week term, SORs will be administered during the 7th-9th weeks of the semester (11/16/17 through 12/8/17).

The professor clearly explained the requirements to successfully complete this course.

All SORs will be administered ***electronically***. Students can use their phone, tablet, or laptop to take the surveys. In classrooms with computers that are connected to the internet, students can use those computers to take the electronic SORs. Time must be designated ***in-class*** to administer the electronic SORs.

Requests for SORs should be made through the academic department or Institute. Prior to the 5th week of the semester (October 5th in the 15-week term; November 2nd for the 11-week term), faculty should check with their Department Chair to ensure that the appropriate course or courses have been identified for SOR administration.
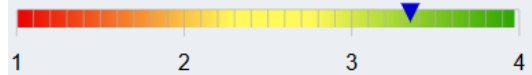
Additional information about the Student Opinion Reports, including an Overview of the SOR Process, current Survey Request Deadlines, Survey Administration Timelines, Step-by-Step In-Class Administration Instructions, and Frequently Asked Questions can be found on the Planning & Institutional Effectiveness Student Opinion Report web page at https://www.brookdalecc.edu/pie/sor/

Academic Assessment and Accreditation SharePoint Site

If you are interested in academic assessment, this site is a great resource. Here you'll find comprehensive annual student learning outcome assessment reports, the College's Five-Year General Education Assessment Plan, Top Five Assessment Findings, an Assessment Guide, Training Resources (e.g., Power Point tutorials on using rubrics and e-Portfolios), publications and links to other sites that feature assessment related-content.

https://share.brookdalecc.edu/teams/AcadAsmt/SitePages/Home.aspx

The Impact of HUDV107 on Student Success and Retention

Planning & Institutional Effectiveness was asked to assess the effectiveness of HUDV-107, *the First Year Seminar*.
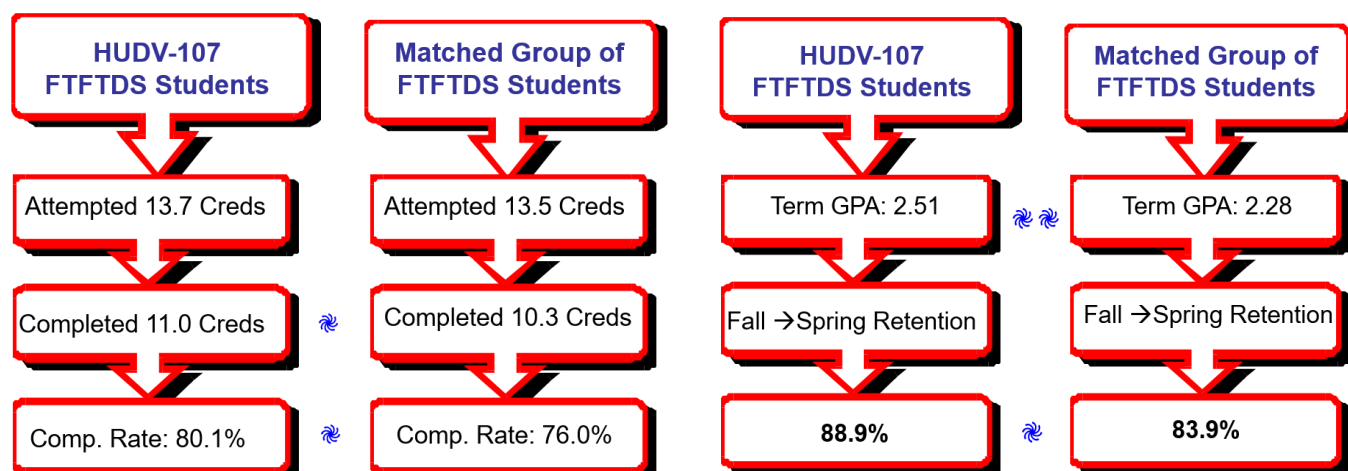
Several outcome variables were considered, including credits attempted, credits completed, GPA, and retention. The Fall 2015 entering cohort was selected so retention could be tracked through the Spring 2017 term. There were 380 first-time, full-time, degree-seeking (**FTFTDS**) students in the Fall 2015 entering cohort who enrolled in HUDV-107. This represents 17% of the FTFTDS cohort of 2,239 students.

To create an appropriate comparison group, we looked to the 1,859 students who were first-time, full-time, matriculants who had ***not enrolled*** in HUDV-107 in Fall 2015. The Statistical Package for the Social Sciences (SPSS) was used to generate random samples of 380 students. After many, many iterations, a remarkably matched random comparison group was obtained. The two groups were quite similar in terms of academic preparedness, current enrollment in Foundational Studies courses, gender and ethnicity.

With two similar groups, the positive impact of HUDV-107 on academic achievement and retention is quite evident. Students who enrolled in the *First Year Seminar* completed more credits, had higher GPAs and were more likely to return in subsequent semesters. The illustrations below summarize the results. The detailed report can be found at: https://share.brookdalecc.edu/PIE/Documents/fsa_impactHudv107Success.pdf

Illustration. The Impact of HUDV-107 on Completion Rates, GPA, and Retention

HUDV-107 FTFTDS Students	Matched Group of FTFTDS Students	HUDV-107 FTFTDS Students	Matched Group of FTFTDS Students
Attempted 13.7 Creds	Attempted 13.5 Creds	Term GPA: 2.51	Term GPA: 2.28
Completed 11.0 Creds	Completed 10.3 Creds	Fall →Spring Retention	Fall →Spring Retention
Comp. Rate: 80.1%	Comp. Rate: 76.0%	**88.9%**	**83.9%**

⚛ Significant at .05 level   ⚛ Significant at .05 level   ⚛⚛ Significant at .01 level

Coming Soon:
- PIE collaborated with the **Institutional Planning & Effectiveness Committee** (IPEC) of Governance to develop an online survey to identify ***self-reported*** reasons for dropping from Full-Time to Part-Time 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!
- Students who applied for December 2016 or May 2017 graduation were sent email invitations to complete the online **Graduating Student Survey**. Students are asked about their primary objective for attending Brookdale, their satisfaction with various services, and their self-reported improvement on Brookdale's core competencies. The results of this survey are currently being analyzed and will be available in the near future.

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.