



Strategic Plan

2016-2021

May 2016

Goal #1:

Ensure Student Success

Goal #2:

Expand Innovative Partnerships

Goal #3:

Invest in Organizational and Professional Effectiveness

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Acknowledgements

It is with great pride that Mercer County Community College (MCCC) presents our 2016-2021 Strategic Plan. As we celebrate the college's 50th Anniversary, we are also planning for the next half century of service to our students and our community. We are a college committed above all to student success, innovative partnerships, and organizational and professional effectiveness.

This planning process has been an inclusive, engaging, and transparent one, overseen by a dedicated 18-member Strategic Planning Steering Committee that worked with a professional planning consultant. The three-member Office of Institutional Effectiveness supplied the data and analysis to inform the plan. Over 150 members of the college community, alumni, and external stakeholders provided input during more than 20 listening sessions and by email. Collectively, the discussions and analysis of internal and external data that occurred between January and March 2016 shaped our strategic goals, strategies, and success indicators.

I especially want to thank Professor Andrea Lynch and Dr. Linda Scherr for their dedicated leadership as co-chairs on this project; our outside consultant, Dr. Rick Voorhees, for his focused guidance and stewardship; and Dr. Karen Bearce, Dr. Elizabeth Anderson, and Nina May for their institutional research support and insight. The Board of Trustees and the MCCC Foundation have been supportive to allow us to think creatively as we plan for MCCC's future. We are very excited to embark on this wonderful journey to make Mercer County Community College the best it can be for the benefit of our students and our communities.

Sincerely,

A handwritten signature in black ink, appearing to read 'J. Wang', written in a cursive style.

Dr. Jianping Wang
President

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INTRODUCTION AND PROCESS

As Mercer County Community College celebrates its 50 years of pursuing excellent services to our students and our communities, we embark on planning for our next half-century commitment to the same. The vision of this Strategic Plan signals a new era for the college. While the period covered in this five-year plan is 2016-2021, the implementation of the Strategic Plan will position the college for a better and brighter future for the next half-century and beyond. This new plan focuses squarely on our students and their success. We pledge to do all we can to ensure student success by helping students to achieve whatever they come to Mercer to accomplish. We will forge innovative partnerships with four-year institutions, school districts, businesses, government agencies, community organizations and other entities to make the education our students receive affordable, accessible, relevant, and immediately applicable. We will invest in our organizational and professional development so that our faculty and staff can deliver and continue to pursue excellent services to our students and our communities.

Utilizing the framework set forth in this plan, the college will demonstrate accountability to students, parents, taxpayers, employees, and other stakeholders. Specifically, the college will adopt a systematic and continuous process of assessment that will guide how we serve our students by connecting our annual budgeting process with student success. Each of the three strategic goals is supported by key strategies and success indicators that serve as implementation and measurement tools. In addition, the college will be monitoring progress toward the goals using a college-wide dashboard (Appendix A). Whereas the three strategic goals will remain constant during the next five years, the strategies and success indicators may evolve over time.

The process for developing this Strategic Plan, begun in December 2015, has been participatory, transparent, and engaging. An 18-member college-wide Steering Committee, with representation from faculty, staff, and administrators, led the process in conjunction with consultant Dr. Rick Voorhees of the Voorhees Group. The MCCC Board of Trustees and the MCCC Foundation Board of Directors were directly involved in the process. More than 20 listening sessions were held throughout the process to ensure broad participation from internal and external stakeholders including faculty, staff, administrators, and community members from businesses, non-profit organizations, and Mercer County government agencies. At the listening sessions, well over 150 attendees reviewed and considered internal and external data on demographic trends, workforce needs, K-12, and the higher education landscape. The co-chairs synthesized the input from the sessions for review and use in shaping this Strategic Plan. The data provided a solid base for our strategic thinking.

This planning document contains specific explanation about operationalizing the Strategic Plan, gives rationales and supporting data for each of the three goals, describes the implications of the external environmental scan, and outlines recommendations for operational strategies and success indicators. Supporting documentation can be found in the appendices. A strategic planning dashboard, planning assumptions, planning aspirations, current and

possible success indicators, the external environmental scan, and internal data and trends are the documents that support the plan.

This Strategic Plan will position the college for a better future. A new resource allocation model ties annual reports and annual budget requests together through assessment and fosters innovation throughout the institution in order to advance student success, partnerships, and institutional effectiveness. This new plan provides a framework for the college to demonstrate its accountability to stakeholders, taxpayers, and students. We will systematically and continuously monitor student persistence, progress, and completion of degrees and certificates and other learning objectives. Student success is our success and is society's success.

Because it ties directly to the college's budget process, this plan will be reviewed regularly in routine operational as well as day-to-day activities. Progress will also be reviewed systematically at Board of Trustees meetings. Strategies underpinning MCCC's strategic goals can and should change over time. Since strategies and success indicators are tied directly to the college's budgeting process, any adjustments will be transparent and known throughout the college. Success indicators, some of which have yet to be developed, will also change over time.

OPERATIONAL PROCESSES IN THE CONTEXT OF STRATEGIC GOALS

There is a distinct difference between activities that are day-to-day operational and those that are truly strategic in nature. We pledge to make every attempt to link our day-to-day operations to our strategic goals by making conscious choices based on data.

The college commits to distinguishing those strategies that will have sustainable impact across the whole institution from those that are a part of a continuous effort to improve the college. That distinction will enable managers to evaluate all activities within their units to determine which should be continued, modified, expanded, or discontinued. These decisions will provide MCCC with flexibility in its operations. Consequently, the college will be able to act strategically while continuing to pursue excellence in current operations.

The link between the 2016-2021 Strategic Plan and MCCC's budgeting process is critical. Given limited resources and in the context of the institutional planning process, all managers will take a very hard look at costs and specify the resources that are necessary to accomplish each strategic goal. Managers should assume the burden of identifying a budgetary source for recommended strategies from their areas, especially when new dollars are necessary to adopt a new strategy. Many strategies can be accomplished by reallocating existing resources and/or by creating new resources through innovation.

As part of the college's current annual zero-based budgeting process, all budget requests must align to the Strategic Plan and be informed by effectiveness assessment data. When budget requests are submitted without supporting assessment data or Strategic Plan

connections, the requests are sent back for review and revision. Further, the Finance Department reviews the alignment of budget request to the Strategic Plan and assessment data/supporting evidence for accuracy and impact.

Along with linking to the annual budgeting process, implementation of the new Strategic Plan will be facilitated by a new Planning and Budgeting Committee (PBC) that will be charged with prioritizing those strategies for which departments, units and programs request new funding. Individual units will develop strategies that best support MCCC's new strategic goals. In turn, these bottom-up unit strategies will be reviewed by the PBC, to be established before the end of Spring 2016. Membership in the PBC will be staggered to ensure continuity. The PBC will evaluate those strategies that require funding and make funding recommendations to the President's Leadership Team based on assessment data. The full cycle outlined in the table below will be implemented starting in the 2016-2017 fiscal year. The specific charge, membership, and leadership for the PBC will be included in the college's Operational Plan.

Timeframe	Action	Responsible Party
October-March	Development of budget with appropriate links to Strategic Plan and assessment data (following current process)	
End of April	Units develop and submit strategic initiatives to the PBC	Departments, Units, and Programs
End of May	Strategic initiative requests are reviewed to ensure direct linkages to Strategic Plan and assessment	PBC
Mid-June	Requests are submitted to PLT for review and approval	PBC
End of June	Departments, Units and Programs are notified of status	PLT, PBC
Mid-December	Mid-year review is performed to ensure strategies are on target to meet success indicators	PBC

STRATEGIC GOALS AND RATIONALE

Goal #1: Ensure Student Success

Rationale. Student success, defined as occurring when students accomplish their goals, will become increasingly critical at Mercer County Community College. The college has a long history of providing affordable access to educational opportunities including transfer programs, career and technical programs, and general education, as well as classes and learning experiences pursued by learners who may or may not seek academic credentials or transfer. The college affirms the commitment to open access and affordability while also recognizing that access alone is no longer sufficient; rather, ensuring success and completion is critical for students who increasingly require college credentials or degrees for employment and civic engagement in the global knowledge economy. For example, the gap between the number of jobs requiring a postsecondary degree by 2018 (60%) and the proportion of adults holding an

associate degree or higher (38%) is a critical concern to colleges and the students they serve.¹ For low-income students, postsecondary credentials remain the surest ticket to the middle class.

Mercer County Community College acknowledges student academic achievement gaps across key demographic groups as well as socioeconomic status as evidenced in Appendix F: Internal Data and Trends. These gaps can be closed through sustained and coordinated efforts by our dedicated faculty and staff, and by hard-working and determined students themselves. Through this plan, MCCC reaffirms its commitment to diversity and equity in student learning outcomes and to the development of a culture of inclusion that promotes respect and encourages appreciation for differences. It is our obligation and honor to build a culture of diversity and inclusion in instructional content, hiring, partnerships, and program offerings so that all students will be able to reach their academic goals.

In order for students from diverse backgrounds and with differing abilities, learning styles, and achievement objectives to succeed academically, attention must be paid to increasing students' satisfaction with their college experience. Overwhelmingly, during the listening sessions, college stakeholders verbalized the need to make serving our students with excellence a priority. MCCC will be proactive to serve its students when and where they want to be served. We aim to be more technologically focused and use social media, remote access, online tools, e-Advising, and other methods to reach students and serve their needs. In addition, we acknowledge the need to value the student experience by providing students welcoming facilities conducive for spending time outside of class.

In improving student lives for a better future by ensuring student success, we are also ensuring institutional success. Increased retention rates and clear pathways to completion for the diverse student population provide new sources of institutional revenue and can lead to more innovative courses, programs, and services. More students moving expeditiously through degree programs will increase enrollment in upper-level courses. Increasing demand for new courses, programs, and services will provide opportunities for faculty and staff development.

While parts of Mercer County are affluent and well-educated, the college's recently developed Environmental Scan (Appendix E) demonstrates significant differences in personal income, education attainment, and primary languages other than English. With slower population growth than New Jersey as a whole, Mercer County has also become more ethnically diverse. In turn, these emerging factors will prompt the college to revisit and strengthen its efforts to increase students' progression toward their educational goals throughout the planning period and beyond.

MCCC's cohort analysis showed that 18% of full-time students and 3% of part-time students who entered the college in Fall 2008 had earned a degree or certificate after six

¹ See, for example, Carnevale, A. P., Smith, N., & Strohl (2010, June). Help Wanted: Projections of Jobs and Education Requirements Through 2018. Georgetown University Center on Education and the Workforce.

semesters. Direct implications for the college's curriculum may also be found in the low proportion of entering students who earned 30 credits but neither earned degrees nor transferred (15% of full-time entering students and 9% of part-time entering students). Other recent research supporting this Strategic Plan finds significant degree and certificate achievement gaps among students based on their gender, ethnicity, and key demographic categories compared to other New Jersey community colleges of comparable size. (See Appendix F: Internal Data and Trends.)

Student success also depends upon programs and courses that lead to gainful employment and career entry. New Jersey jobs requiring a post-secondary degree will increase to 68% by 2020. The Mercer County workforce is continuing to grow, with significant increases predicted by 2022 for job openings in the areas of Healthcare Support, Computer and Mathematical, Transportation and Material Working, and Construction and Extrication. The largest numbers of job openings in Mercer County are predicted to be in Nursing, Office Administration, and Support occupations. The college will modify and refine academic program and course offerings that provide students with preparation for these future job opportunities. (See Appendix E: MCCC's Environmental Scan.)

Goal #2: Expand Innovative Partnerships

Rationale. Mercer County Community College has developed many partnerships with local school districts, four-year institutions, businesses, government agencies, community organizations, international educators, and other entities. We acknowledge the importance of our existing partnerships while realizing the need to pursue new and innovative partnerships that are critical in achieving our strategic goals. These partnerships will impact student success by increasing affordability, access, and support for new students who may not have considered higher education. Innovative partnerships can also provide vital connections for student internships and post-completion jobs. Those partnerships will play a vital role in better preparing our graduates for new economic realities. New and innovative avenues of cooperation and expanded engagement with existing partners can also result in new and improved pathways for better student learning outcomes in courses and programs that accelerate completion and transfer rates. In addition, these pathways can help the college and its graduates to directly address labor market needs and contribute to a better prepared workforce.

Partnerships at the community level will require flexibility and different educational approaches from the college. More affluent areas within the County will require markedly different approaches than less affluent areas, especially in providing educational content and services. Those areas with high incomes may be interested in transfer opportunities for traditional aged students while older residents may prefer educational experiences that are more recreational in nature. Amid the pockets of extreme poverty within the County, other services are needed. Areas with low education attainment rates, for example, will require

systematic engagement with community-based organizations and services to support college readiness, retention, and success.

Significant employers are located in Mercer County. The top Mercer County non-governmental employers are Merrill Lynch / Bank of America, Princeton University, and Bristol-Myers Squibb. Many MCCC students find employment at Amazon, the sixth highest employer in the County. In addition, the N.J. Department of Environmental Protection, U.S. Environmental Protection Agency, and N.J. Department of Transportation are the largest public sector employers. It is important that the college forge partnerships with these key employment stakeholders. (Appendix E: MCCC's Environmental Scan)

Mercer County Community College is committed to providing an increased focus on the academic offerings and dual enrollment opportunities at the James Kerney Campus in the city of Trenton. The new Annex building and Trenton Hall will be a center for academic attainment in the center of the city. Program offerings will respond to the specific job and employment needs of Trenton businesses, agencies, and industries. MCCC recognizes the significance of the James Kerney Campus as a center for providing educational services to all people. Data support the educational need in the city of Trenton, and MCCC is committed to offering more college degree and certificate programs and services to serve the community. Sixty-three percent of Trenton residents are non-White (52% African-American), the poverty rate is 28%, 45% of the children under five speak a language other than English, Trenton has the lowest per capita income in the County at \$17,021, and only 11% of Trenton residents have a bachelor's degree as compared to 40% in Mercer County (Appendix E: Environmental Scan). In addition, our internal analysis shows a significant achievement gap for Black and Hispanic students, who graduate at lower rates than their White and Asian counterparts. (Appendix F: Internal Data and Trends)

Partnerships with four-year colleges and universities are becoming more important. By 2018, our workforce will require 22 million degree-equipped employees for new high-skill jobs (Appendix E: MCCC's Environmental Scan). Students will require baccalaureate degrees to stay competitive. MCCC will work to create even more opportunities for students to seamlessly transfer to four-year colleges and universities while also working to attract more students seeking to complete their first two years of a four-year degree.

Mercer County recently created a Partnership for Educational Attainment, a collaborative public-private partnership that includes leaders from higher education, business, labor, foundations, and faith-based and community groups to develop effective strategies to improve educational outcomes across Mercer County for traditional age students as well as adults. Chaired by MCCC's president, this partnership is tightly aligned with the college's new Strategic Plan.

Goal #3: Invest in Organizational and Professional Effectiveness

Rationale. An effective college is one that invests in its most valuable assets: human resources – faculty, staff, and administrators. Professional and organizational development for faculty, staff, and administrators ensures the development of innovative practices, overall institutional effectiveness, and ultimately student success. Professional development designed for the college’s students, and occurring both inside and outside the classroom, can provide valuable learning opportunities to accelerate students’ successful degree completion and subsequent entry into employment and/or transfer. MCCC will leverage these important resources to empower faculty and staff to contribute fully to the achievement of its strategic goals.

Our student populations are changing. Students increasingly come from diverse backgrounds and they learn very differently. Technology is also changing rapidly. As a result, our students learn from different modes of delivery and expect us to serve them differently. Keeping pace with these changes is critical. The college acknowledges that structured professional and organizational development is an investment directly linked to student success.

As an effective college, MCCC will also pay attention to technological trends. Online course offerings, credit for work experience, and open source course materials are growing in student demand. 5.5 million U.S. students took at least one online course in the Fall of 2012; 2.6 million enrolled in fully online programs. Eighty-seven percent of Americans surveyed agree that students should earn credits for knowledge and skills acquired outside of the classroom and 75% of Americans surveyed indicate they would go to college if they could receive credit for what they already know. Free open source educational materials are predicted to be an important source for instructional resources in five years. (Appendix E: MCCC’s Environmental Scan)

Organizational development creates the foundation for the effectiveness of the college’s entire operations. Citizens and taxpayers have expectations that the college is an effective and efficient steward of public resources. The appropriate use of data to assess current financial efficiencies and future progress is fundamental to organizational effectiveness, allowing the college to address more fully its future challenges. Increased external demand for accountability also drives the push for developing and using tools to measure the operational efficiency for which this Strategic Plan aims.

IMPLICATIONS OF THE ENVIRONMENTAL SCAN

Development of this Strategic Plan was informed by external and internal data. An environmental scan was conducted to assess external factors that likely have implications for the college at the present time and into the future. Internal, local, regional, state, and national

data describing demographics, the workforce, housing, education, and education policy was collected and analyzed. The full environmental scan is included in Appendix E.

Examination and further analysis of the environmental scan data revealed several trends that have implications for how the college can best continue its overarching goal of *Student Success*. Following is a summary of the implications revealed by this data collection and analysis process.

Implications of Demographic Trends

Population growth has slowed amid Mercer County's relative affluence and educational attainment. Slow growth means that the college will need to expand its service population beyond traditional high school graduates in order to maintain and increase our enrollment. High-income households may not view community college education as a first choice. Thus the college must improve its marketing efforts to better explain the extraordinary value of our educational services. The overall national spotlight on community colleges provides a great opportunity for MCCC. There are persistent pockets of poverty within Mercer County and the college has an obligation to strengthen efforts to serve that population of students. In addition, with the growth rate for Hispanics within the County, the number of youth who speak languages other than English at home may increase.

Programs and partnerships with community-based organizations focused on the success of low-income students and students of color will be of critical importance. Similarly, the increasing proportion of older citizens and their preferences for learning will be a challenge.

Collectively, these trends require a deep evaluation of the college's current array of support services, programs, courses, and scheduling options as well as the development of targeted marketing and recruitment efforts. Matching educational offerings to new needs based on an understanding of where gaps exist is critical to the college's success and that of our students and our communities.

Implications of Employment, Economics, and Education Trends

The future is bright for college educated individuals in the County. New employment openings for individuals with skills create both opportunities and challenges for the college, especially in matching employer needs for qualified workers and in preparing students to advance in the workforce. The number of "middle skills jobs," those occupations that require more education and training than a high school diploma but less than a four-year college degree, appears to be increasing, placing community colleges in the forefront of the new economy. At the same time, the number of unskilled jobs is rapidly decreasing, meaning that those individuals with skills will leave behind those without. Even with an unemployment rate well below the state average, pockets of unemployment persist in the County. Deep

collaboration with business and industry to provide needed training and skills upgrades for current employees is increasingly important.

Homeownership costs are high in Mercer County, meaning that young families may not be able to purchase housing in Mercer County without the higher levels of income typically associated with levels of education beyond high school. As the population ages in the County and as available land increases in cost, an increasing proportion of new construction will be in multi-unit structures. As the housing market, especially in places where rental costs are high, squeezes the disposable income lower-income families have for education, it may be more difficult for the college to increase its penetration rate for key demographic populations.

Implications of Higher Education Policy and Community Colleges Trends

Competition for students will continue to increase as potential students face a great variety of opportunities to achieve their educational goals. Development of a Competitor Analysis will help MCCC understand the array of programs among competing institutions offering similar programs and can be a strategic factor as the college explores strengthening existing programs and creating new programs based on market needs and demographics. The increasing proportion of students entering college with skills deficits will require new services including mandatory orientation and advising as well as adequate academic support services to increase student success and retention.

Although Mercer County Community College is an autonomous institution, changes in state and federal policy—especially in the area of federal and state student financial aid—carry long-range implications for college finances and services to students.

Implications of K through 12 Education Trends

Since high school graduates entering the college enroll primarily on a full-time basis, changes in penetration rates will need to be closely monitored and new pathways built to provide enrollment stability. Pathways to MCCC that are established in middle and secondary schools will be increasingly important. The Partnership for Assessment of Readiness for College and Careers (PARCC) assessments, implemented in New Jersey in 2014-2015, will continue to have placement implications for students entering directly from high schools.

Implications of Technology and Learning Innovation Trends

Educational technology has evolved dramatically over the past two decades, enabling higher education institutions to rethink how and when to deliver courses, programs, and services. Learners everywhere are likely to have high expectations for the use of technology in classrooms and in support services. Similarly, competency-based learning approaches can help develop accelerated pathways for certificate and degree attainment that are important to

students and employers. Technology can also bring real world experiences closer to classrooms to better prepare our students for the workforce.

Facing increasing challenges each year, higher education has become more directly engaged in experimenting with improvements in teaching and learning as well as technology. Today's students, regardless of income status, are accustomed to technology in all areas of their lives. Cutting-edge institutions make use of these tools to integrate technology to provide superior services to students in and out of the classroom. Only colleges that experiment with new evidence-based, effective practices can bring innovations to scale to benefit larger numbers of students and truly ensure student success for all.

ILLUSTRATIVE OPERATIONAL STRATEGIES AND SUCCESS INDICATORS

A strategic plan can only be meaningful and effective if the operational plans and budgeting support it. Brainstorming during the planning process produced a range of strategies that participants believed to be critical to MCCC's future (see Appendix D). Appendix D also contains those strategies already in place at MCCC that can support the college's new strategic goals.

It is clear that not all strategies with financial implications can be implemented, mainly due to resource constraints. At the same time, many of the strategies found in Appendix D require no additional resources. Instead, they will require reconceptualization and redistribution of the college's existing work and workflows. The recommended strategies appearing below are for illustration to provide readers with a sense of how MCCC's new Strategic Plan could be supported with strong operational planning.

All strategies will require success indicators to ensure that they are effectively implemented and on target throughout the planning period. Multiple methods for measuring student success are encouraged. In addition to success indicators aligned to each strategy, five overarching success indicators will be tracked each semester and serve as an overall Success Dashboard (see Appendix A for the complete Dashboard):

1. Graduation Rate
 - Target: 45% graduation rate by 2021
2. Ratio of Full-time to Part-time Students
 - Target: increase percentage of all students attending full-time (12 or more credits) to 75% by 2021
3. Retention:
 - Fall-to-Spring Retention Target: 90% retention by 2021
 - Fall-to-Fall Retention Target: 70% retention by 2021
4. College-Readiness Percentage
 - Target 1: 70% of entering students will be college-ready by 2021. (This target will require focused engagement with secondary schools in the county.)

- Target 2: 80% pass rate for all developmental ENG courses by 2021
 - Target 3: 75% pass rate for all developmental MAT courses by 2021
5. Pass rates for top 10 highest enrolled General Education courses
- Target: 85% successful course completion (“C” or higher) in all of these courses by 2021

The Strategies and Success Indicators for the Strategic Plan Goals are described below as “illustrative” in order to indicate that they are examples which may or may not be featured in the operational plan that will be developed to implement the Strategic Plan.

Illustrative Strategies for Goal #1: Ensure Student Success

- *Implement the comprehensive Guided Pathways to Success model* so that students can readily follow the quickest route to completion (*GPS: Mapping Pathways to Student End Goals, Helping Students Enter a Pathway, Keeping Students on the Path, Ensuring that Students are Learning)*
- *Develop a systematic method for assessing and updating student intentions*
- *Increase the number of academic programs at the James Kerney Campus*
- *Increase success rates for low-income students and students of color*
- *Address the multiple needs of a diverse student body by meeting all students where they are and getting them to where they want to go (e.g., alternative class times, delivery modes, pedagogical models)*
- *Expand developmental education options to accelerate student transition to, and success in, college-level courses*
- *Redesign student intake process including advising to be proactive and remotely accessible*
- *Create actionable data, especially student cohort data, that shows where MCCC’s entering students are succeeding and where they are not*
- *Maximize technology and social media to improve marketing, outreach, and the student experience*
- *Provide comprehensive evening and weekend college experiences*

Illustrative Success Indicators for Goal #1

- *Baseline measures established for MCCC for 2012-13 for entering student progression tracked annually for completion through the following milestones (based on Achieving the Dream data points)*
 1. *Successful completion of developmental coursework and advancement to credit-bearing courses*
 2. *Enrollment in and successful completion of gateway courses in subjects such as math and English*
 3. *Completion of courses with a grade of C or better*
 4. *Persistence from one term to the next*

- 5. *Completion of degrees or certificates or transfer to four-year institutions*
- *Disaggregate the above five baseline success measures by ethnicity, gender, age, low-income status, and other key demographic categories*
- *Capture student intentions upon admission and update intentions throughout their time at MCCC*
- *Increase the percentage of students who enroll full-time*
- *Use Community College Survey of Student Engagement (CCSSE) and Survey of Entering Student Engagement (SENSE) results to improve programs and services compared to similar community colleges*

Illustrative Strategies for Goal #2: Expand Innovative Partnerships

- *Expand partnerships with Community Based Organizations (CBOs) to serve students with low-level college-readiness and high-need for financial assistance*
- *Expand dual/concurrent enrollment rates at MCCC*
- *Increase dual/concurrent enrollment rates specifically at the James Kerney Campus*
- *Expand the successful college readiness programs for students entering MCCC from county secondary schools*
- *Expand and improve partnerships with four-year colleges and universities*
- *Expand the University Center at MCCC and improve the visibility of the Center*
- *Create and support internships, experiential learning, global education and internationalization, and career planning opportunities for students.*
- *Strengthen workforce development programs through partnerships with the business community and a comprehensive analysis of workforce needs*
- *Increase engagement with MCCC's alumni*
- *Enlist alumni and other retired professionals as volunteer mentors for our students*
- *Strengthen and expand partnerships with international academic institutions, foreign colleges and universities, and provider organizations*

Illustrative Success Indicators for Goal #2

- *Increase the number of dual enrollment students annually from 337 (dual enrolled and Jump Start) in 2015-16 to 500 by 2021*
- *Expand college readiness programs to serve 50% more students annually*
- *Increase the number of internships and other opportunities for experiential learning from 2015-16 baseline by 10% annually through 2021*
- *Create four programs that directly lead to employment by 2021*
- *Develop at least one training program per year resulting in industry recognized credentials*
- *Establish a mentor/volunteer program by 2017 and expand it by 10% annually through 2021*

Illustrative Strategies for Goal #3: Invest in Organizational and Professional Effectiveness

- *Develop a systematic plan for increasing professional capacity of staff, faculty, and administrators*
 - *Use data and needs assessment analysis to plan and fund specific professional development activities*
 - *Incorporate specific details about student learning and support needs in professional development activities*
 - *Provide specific and concrete steps to improve student learning needs and the student learning experience*
- *Enhance resources available for the Center for Teaching and Learning based on initiatives with measureable student achievement goals*
- *Review the college's hiring and promotion policies to strengthen the requirement for professional development that directly links to student success*
- *Increase investment in technology that supports organizational effectiveness (e.g., communication apps, and Blackboard and Colleague modules related to student success)*
- *Evaluate the organizational structure on a regular basis to optimize institutional efficiency, integration, and effectiveness*
- *Implement Human Resource development software*
- *Develop a Competitor Analysis that shows the number and types of two-year and certificate programs available in a 25-mile radius of MCCC*
- *Increase college branding and targeted marketing to various student groups*
- *Improve employee engagement*

Illustrative Success Indicators for Goal #3

- *Develop a college-wide plan for professional development by the end of 2016*
- *Increase the number of faculty, staff, and administrators participating in college-created professional development activities that directly link to student success from the 2015-16 baseline by 10% each year through 2021*
- *Create student interventions as a result of professional development activities that increase short-term retention rates for entering students by 5% annually through 2021*
- *Initiate an avenue (e.g., convocation) to celebrate and reward innovation on campus by the end of 2016 and increase the number of innovation awards annually*

APPENDIX A: 2016-2021 MCCC STRATEGIC PLAN DASHBOARD

✓ **WE ENSURE STUDENT SUCCESS:**

STUDENT SUCCESS Success Indicators	Current - 2014-15	5-year Aspirational Target
1.1 Graduation rate	14.0%	45%
1.2 % of Students attending full-time	38.5%	75%
1.3 Retention Fall to Spring	72.0%	90%
1.4 Retention Fall to Fall	43.0%	70%
1.5 % of First-time students placing into ENG101	30.0%	70%
1.6 Pass rate for ENG developmental courses	60.0%	80%
1.7 Pass rate for MAT developmental courses	56.0%	75%
1.8 Pass rate for top-10 General Education courses	67.4%	85%
1.9 % of Degrees with academic maps (Guided Pathways)	0%	

✓ **WE EXPAND INNOVATIVE PARTNERSHIPS:**

INNOVATIVE PARTNERSHIPS Success Indicators	Current - 2014-15	5-year Aspirational Target
2.1 Dual (Concurrent HS) enrollment headcount	337	500
2.2 # of Collaborations with K-12 institutions	17	
2.3 Internship and experiential learning headcount	77	
2.4 # University Center partnerships	4	
2.5 # University Center programs	14	
2.6 # Business partnerships	418	
2.7 # Community partnerships		
2.8 # Transfer articulation agreements	118	

✓ **WE INVEST IN ORGANIZATIONAL AND PROFESSIONAL EFFECTIVENESS:**

ORGANIZATIONAL AND PROFESSIONAL EFFECTIVENESS Success Indicators	Current - 2014-15	5-year Aspirational Target
3.1 # On-campus professional development workshops	53	
3.2 On-campus professional dev. workshop headcount	688	
3.3 Off-campus professional dev. workshop headcount		
3.4 # Employee presentations at outside conferences		
3.5 # Employee outside awards		
3.6 % of employees pursuing further education		
3.7 Tuition reimbursement	\$55,131	
3.8 % other revenue - Grants and entrepreneurial activities	5%	10.5%

APPENDIX B: PLANNING ASSUMPTIONS

Planning assumptions were developed to guide MCCC's strategic planning through explicit statements about the college's internal and external realities. Planning assumptions are the common foundation for a successful strategic planning process as well as providing a way of anticipating short-term changes that might affect future strategy and operations. As the results of Mercer County Community College's new strategic plan unfold over the next years, it will be critical that planning assumptions be adjusted in light of changing circumstances. Planning assumptions, like action strategies and success indicators, will be reviewed and assessed annually.

- The college's planning process and the outcomes of that process will place the success of current and potential students first.
- The college's planning and budgeting processes will be transparent. Assessment data will be used to inform all planning and budgeting initiatives.
- The college will continue to be a comprehensive community college that provides open-access opportunities for general education, student transfer, career and technical education, basic skills development, workforce training, and lifelong learning. Through these avenues, Mercer County Community College provides students with opportunities for lifelong learning and personal enrichment.
- Mercer County Community College will use data throughout the planning process to align with the education goals of our students.
- Mercer County Community College will continue assessing its recruitment, retention, and completion efforts in order to provide our students with the best opportunities for success.
- Recognizing that New Jersey state appropriations for higher education have been declining since the 2008 recession, and that the college's operating budget is currently strained and that it appears unlikely that that appropriations to community colleges will return to pre-recession levels, new revenue sources must be developed. Based on data provided annually by the Hanover group since 2013, enrollment is projected to have positive but near zero growth each year through 2019.
- The increasing use of technology to aid their educational experience will be an expectation of our students.
- The availability of advanced technology will enable innovation in learning models and improved student educational experiences at Mercer County Community College.

- Mercer County Community College wants to be held accountable by our students and the public for our progress. Accountability measures (“success indicators”) will be built into the plan to measure and chart progress.
- The strategic planning process will be the foundation for operational planning and budgeting.
- The strategic action priorities supporting Mercer County Community College’s goals will be reviewed through the college’s annual budgeting process unless rapid, unanticipated changes require more frequent revisions.
- Operational planning will be driven annually by action priorities, success indicators, and assessment results.

APPENDIX C: PLANNING ASPIRATIONS

Throughout the planning process, many participants at listening sessions stated aspirations for the college that they believed to be critical to the college's new strategic plan. They include:

- Exhibiting a “customer service” orientation in which all interactions are characterized by quality services and student/client/employee satisfaction
- Quality learning and teaching
- Diversity and social justice
- Building the James Kerney Campus as an educational and cultural center for the Trenton community
- Improved services to students and prospective students
- Honoring past planning efforts
- Accountability for staff, faculty, and administrators
- Closing student achievement gaps
- Creating a culture that shares information, increases accountability, recognizes excellence, and invites participation from all stakeholders in decision-making.
- Increasing the use of actionable and transparent data to gauge the college's progress
- Development of new efficiencies and entrepreneurial sources of revenue to offset continued declines in state support
- Increasing efforts to provide technologically-enabled learning and support for students

APPENDIX D: CURRENT AND POSSIBLE STRATEGIES AND SUCCESS INDICATORS

(Handout from February Listening Sessions)

February 22, 2016

Goal 1: Ensure Student Success	
Strategies in Progress: <ul style="list-style-type: none"> • SOAR (Orientation) • Coaching for 1st Semester Students • Retention Alert • Developmental Education Changes (ENG 101 Decision Zone, Emporium Math) 	[Possible] Strategies, 2016-2021 <ul style="list-style-type: none"> • Implement Guided Pathways for Success Model • Strengthen Advising (intake and academic advising) • Increase overall student experience and satisfaction through “Customer Service” focus • Reduce the time students spend in developmental coursework • Increase academic support through coaching, mentoring, writing and learning centers, eCoaching, mandatory orientation, and mandatory student success experiences • Increase success rates of underrepresented populations • Improve communication with students (texting, social media) • Increase availability of welcoming student study space • Provide a functional evening college experience
Success Indicators: <ul style="list-style-type: none"> • Increasing number of participants in SOAR • Increased retention for first semester students • Increased number of student successfully completing developmental courses and moving on (and being successful in) college-level courses 	Success Indicators: <ul style="list-style-type: none"> • All students develop Academic Plans in their first semester • Shorter lines; all phones answered • Higher rating on CCSSE and SENSE benchmarks for satisfaction with college services • Higher completion and retention rates

Goal 2: Broaden Partnerships to Increase Innovation	
Strategies in Progress: <ul style="list-style-type: none"> • Dual Enrollment • Completion Programs (University Center) • American Honors partnership 	[Possible] Strategies, 2016-2021 <ul style="list-style-type: none"> • Increase Dual Enrollment - more students, more participating high schools [Partnerships with high schools] • Work with K-12 to improve college-readiness for incoming students • Increase number of Completion Programs [Partnerships with 4-year colleges and universities]; high visibility University Center, increase articulation agreements (and ease of finding these agreements) • Support graduate employability with internships, experiential learning, and career planning [Partnerships with Business & Industry] • Increase alumni tracking and engagement • Increase and enhance partnerships with

	<p>community organizations that strengthen the surrounding community</p> <ul style="list-style-type: none"> • Increase and Enhance international partnerships to support student success through global education
<p>Success Indicators:</p> <ul style="list-style-type: none"> • Increasing number of dual enrollment students and participating high schools • Increasing number of completion programs • Increasing number of students choosing MCCC for American Honors 	<p>Success Indicators:</p> <ul style="list-style-type: none"> • More students starting at Mercer with the intent of participating in a completion program • More dual enrollment students continuing for a degree at Mercer • Increasing number of internships and opportunities for experiential learning • Increased retention

Goal 3: Invest in Organizational and Professional Effectiveness	
<p>Strategies in Progress:</p> <ul style="list-style-type: none"> • IPIC Governance Committee • Training and Resource Development Standing Committee of CGC • Professional Development Travel funding • Tuition Reimbursement • Mercer Leadership Academy 	<p>[Possible] Strategies, 2016-2021</p> <ul style="list-style-type: none"> • Clarify college mission and community vision for student success • Orient, develop, and support new adjunct and full-time faculty • Strengthen Center for Teaching & Learning (funding for leadership, programming, resources) • Create Human Resources Development Plan • Increase travel funding
<p>Success Indicators:</p> <ul style="list-style-type: none"> • 	<p>Success Indicators:</p> <ul style="list-style-type: none"> •

APPENDIX E: MCCC's ENVIRONMENTAL SCAN

Demographic Trends

United States

The nation is growing increasingly diverse. Within thirty years (2044), more than half of all Americans are projected to belong to a minority group (any group other than non-Hispanic White alone). *(US Census, Projections of the Size and Composition of the U.S. Population: 2014 to 2060. Retrieved December 30, 2015 at <https://www.census.gov/content/dam/Census/library/publications/2015/demo/p25-1143.pdf>)*

It is estimated that by 2025, the number of Americans over 60 will increase by 70%. Over the next decade we will see the challenge of an aging population come to the fore. Aging individuals will increasingly demand opportunities, products, and medical services to accommodate healthier and more active senior years. *(Institute for the Future. Future Work Skills 2020 n.d. Retrieved January 30, 2012 at http://www.iftf.org/system/files/deliverable/IFTF_FutureWorkSkillsSummary.gif)*

Over the last 50 years, nearly 59 million immigrants have arrived in the United States, pushing the country's foreign-born share to a near record 14%. During the next 50 years, these immigrants and their descendants are projected to account for 88% of the U.S. population increase. *(Pew Research Center Hispanic Trends [2015, September]. Modern Immigration Wave Brings 59 Million to U.S., Driving Population Growth and Change Through 2065. Retrieved November 12, 2015 at <http://www.pewhispanic.org/2015/09/28/modern-immigration-wave-brings-59-million-to-u-s-driving-population-growth-and-change-through-2065>)*

Baby Boomers have had an outsized impact on the US, especially in healthcare, housing, and affluence. Now as many Boomers have retired, their sheer numbers are being replaced by Millennials (between ages 18 to 34 in 2015) who are projected to number 75.3 million, surpassing the projected 74.9 million Boomers (ages 51 to 69). The Gen X population (ages 35 to 50 in 2015) is projected to outnumber the Boomers by 2028. *(Pew Research Center [2015, January]. This year, Millennials will overtake Baby Boomers. Retrieved November 16, 2015 at <http://www.pewresearch.org/fact-tank/2015/01/16/this-year-millennials-will-overtake-baby-boomers/>)*

New Jersey

Between 2010 and 2014, New Jersey (1.7) grew at a slower rate than the nation (3.3%). *(Source: U.S. Census QuickFacts. Retrieved January 20, 2016 at <http://www.census.gov/QuickFacts>)*

New Jersey is home to more foreign born persons (22.1%) than the nation as a whole (12.9%). *(Source: U.S. Census QuickFacts. Retrieved January 20, 2016 at <http://www.census.gov/QuickFacts>)*

21.2% 12.9%

Mercer County

Mercer County's rate of population growth (1.1%) between 2010 and 2014 was less than New Jersey's rate (1.7%). *(Source: U.S. Census QuickFacts. Retrieved December 21, 2015 at <http://www.census.gov/QuickFacts>)*

Among the County's Townships, Princeton (5.4%) experienced the highest growth between 2010 and 2014 while Trenton (-1.0) lost population. (Source: U.S. Census QuickFacts. Retrieved December 21, 2015 at <http://www.census.gov/QuickFacts>)

More than two in ten (22.6%) Mercer County residents was under 18 years of age in 2010. Across the County, the highest proportion of residents under 18 is found in Robbinsville (28.7%) while the fewest are found in Princeton (11.7%). (Source: U.S. Census QuickFacts. Retrieved December 21, 2015 at <http://www.census.gov/QuickFacts>)

There is a slightly lower proportion of County residents aged 65 or older in Mercer County compared to New Jersey (22.6% to 23.5%). Across the County's townships the highest proportion (15.8%) resides in Hamilton township and 8.8% in Trenton. (Source: U.S. Census QuickFacts. Retrieved December 21, 2015 at <http://www.census.gov/QuickFacts>)

Almost twelve percent (11.8%) of Mercer County's population lives in poverty, slightly more than the New Jersey proportion (11.1%). Across townships, Robbinsville has the lowest poverty rate (2.0%) and Trenton the highest (28.4%). (Source: U.S. Census QuickFacts. Retrieved December 21, 2015 at <http://www.census.gov/QuickFacts>)

Mercer County is more racially and ethnically diverse than New Jersey as a whole (61.4% v. 68.8% White). Across townships, 86.7% of Hopewell residents are White while 26.6% of Trenton's residents are White. The reverse is true when considering Black or African residents (20.3% in Mercer County v. 13.7% in New Jersey); 52.0% of Trenton residents are Black or African residents while Hopewell's proportion is 2.1%. (U.S. Census QuickFacts. Retrieved December 21, 2015 at <http://www.census.gov/QuickFacts>)

The Asian population in the County is roughly equivalent to the statewide average (8.9% in Mercer County v. 8.3% in New Jersey). The largest proportion of Asians are found in West Windsor township (37.7%) while the smallest proportion is found in Trenton (1.2%). (U.S. Census QuickFacts. Retrieved December 21, 2015 at <http://www.census.gov/QuickFacts>)

There was a 72% increase in Mercer County's Latino population between 2000 and 2010. (Source: United Way (2004). Retrieved February 26, 2016 at https://www.uwgmc.org/sites/uwgmc.org/files/lvcReport_0.pdf)

There are fewer residents of Hispanic ethnicity in Mercer County than are found statewide (15.1% v. 17.7%). Across townships the largest proportion of Hispanic ethnicity is found in Trenton (33.7%) while the smallest proportion is in Hopewell (3.3%). (Source: U.S. Census QuickFacts. Retrieved December 21, 2015 at <http://www.census.gov/QuickFacts>)

More than two in ten Mercer County residents (21.2%) are foreign born, nearly identical to the New Jersey statewide average (21.5%). Across the County's townships, West Windsor has the highest proportion (38.2%) while Ewing contains the lowest proportion (10.4%). (Source: U.S. Census QuickFacts. Retrieved December 21, 2015 at <http://www.census.gov/QuickFacts>)

The proportion of persons aged 5 and above speaking a language at home other than English in Mercer County is 28.7%. Across townships, that statistic varies from 45.5% in Trenton to 14.4% in Hopewell and Ewing townships. (U.S. Census QuickFacts. Retrieved December 21, 2015 at <http://www.census.gov/QuickFacts>)

Mercer County residents' commute to work averages 27.5 minutes. Across townships, West Windsor residents spend the most time commuting (43.1 minutes) while Ewing residents spend the least time commuting (23.2 minutes). (Source: U.S. Census QuickFacts. Retrieved December 21, 2015 at <http://www.census.gov/QuickFacts>)

Between 2010 and 2014, key demographic groups shifted in Mercer County. African-Americans gained 2% while the number of people identifying as Asian grew by 14%. White residents dropped by 2%. (US Census, American Community Survey. Retrieved March 10, 2016 at <http://factfinder.census.gov>)

Between 2000 and 2010, there was a 72% increase in Mercer County's Latino population.

Employment, Economics, and Education Trends

United States

In 1970, seven in 10 workers with high-school diploma were in the middle class. Today fewer than four in 10 remain there. (Chronicle of Higher Education. Jeff Selingo. 26 April 2013)

The percentage of jobs that require college degrees has doubled in the past 40 years and will continue to increase. By 2018, 637,000 more low-skill jobs will disappear or go offshore. At the same time millions of Americans could miss out on entering the middle class if they don't obtain a degree, because our workforce will require 22 million degree-equipped employees for new high-skill jobs created by 2018. (Wilén-Daugenti, T., 2012. "Society 3.0: How Technology Is Reshaping Education, Work, and Society. New York: Peter Lang Publishing)

The U.S. in 2011 had a higher youth unemployment rate (at 26.6%) than France, Britain, Japan, Germany, and Canada. This rate is vastly higher than it was in 2000, when the U.S. had lower youth unemployment than all those countries. Unemployment rates are higher among youth with high school degrees than those with college degrees. (Leonhardt, D. 2013, May 5. The Idled Young Americans. New York Times. <http://www.nytimes.com/2013/05/05/sunday-review/the-idled-young-americans.html>)

In 1992, one in 12 women worked past age 65. That number is now one in seven. By 2024 it is predicted to grow to one in five, or about 6.3 million workers (US Department of Labor Data cited by Timiraos, N. Older women sway job market. Wall Street Journal. Retrieved February 24, 2016 at <http://www.pressreader.com/belgium/the-wall-street-journal-europe/20160224/281487865420668/TextView>)

New Jersey

Jobs requiring a postsecondary education in New Jersey will increase from 62 percent in 2010 to 68 percent in 2020. (Georgetown University Center on Education and the Workforce [2013, June]. Projections of Jobs and Education Requirements through 2020. Retrieved January 20, 2016 at https://cew.georgetown.edu/wp-content/uploads/2014/11/Recovery2020.FR_Web_.pdf)

The job forecast for New Jersey includes occupations that require an Associate degree for entry (Table E-1).

Table E-1. Occupational Outlook, New Jersey Jobs Requiring an Associate Degree			
Occupation Title	Mean hourly wage	2 year annual openings	10 year annual openings
Chemical Technicians	\$21.20	90	90
Paralegals and Legal Assistants	\$25.20	150	170
Registered Nurses	\$36.05	2,190	2,400
Respiratory Therapists	\$31.50	70	80
Medical and Clinical Laboratory Technicians	\$20.80	70	80
Dental Hygienists	\$36.55	170	190
Radiologic Technologists and Technicians	\$30.20	140	170
Veterinary Technologists and Technicians	\$16.10	70	130
Legal Secretaries	\$21.60	190	190
Source: New Jersey Department of Labor and Workforce Development (n.d.). Demand Occupations List. Retrieved January 19, 2016 at https://lwd.state.nj.us/labor/lpa/lbrdmand/LaborDemand_index.html			

Mercer County

Per capita income in Mercer County is \$38,076, higher than the New Jersey average (\$36,359). The lowest per capita income in the County's township is Trenton (\$17,021), about 44% less than the County average. Hopewell has the highest township per capita income (\$68,933). (U.S. Census QuickFacts. Retrieved December 21, 2015 at <http://www.census.gov/QuickFacts>)

The workforce will continue to grow in Mercer County. The range of general occupational growth is captured in Table E-2.

Table E-2: Mercer County Job Outlook, 2012 to 2022		
Occupation Title	Total Percent Change	Total Annual Openings
Business and Financial Operations Occupations	8	720
Computer and Mathematical Occupations	17	420
Management Occupations	9	590
Healthcare Practitioners and Technical	12	450
Healthcare Support Occupations	20	290
Transportation and Material Moving Occupations	14	400
Sales and Related Occupations	7	780
Education, Training, and Library Occupations	5	530
Food Preparation and Serving Related Occupations	8	590
Office and Administrative Support Occupations	2	1,180
Construction and Extraction Occupations	14	200
Personal Care and Service Occupations	8	250
Life, Physical, and Social Science Occupations	9	260
Building and Grounds Cleaning and Maintenance	7	210

Table E-2: Mercer County Job Outlook, 2012 to 2022		
Occupation Title	Total Percent Change	Total Annual Openings
Architecture and Engineering Occupations	11	160
Installation, Maintenance, and Repair Occupations	7	240
Production Occupations	5	170
Community and Social Service Occupations	7	160
Legal Occupations	7	100
Arts, Design, Entertainment, Sports, and Media	5	110
Protective Service Occupations	1	190
Farming, Fishing, and Forestry Occupations	8	0

Top governmental and non-governmental employers in Mercer County are found in Table E-3.

Table E-3: Top Non-Governmental and Public Sector Employers in Mercer County	
Top Non-Governmental Employers in Mercer County	Top Public Sector Employers in Mercer County
<ol style="list-style-type: none"> 1. Merrill Lynch (Bank of America) 2. Princeton University 3. Bristol-Myers Squibb 4. Capital Health System 5. Educational Testing Services 6. Amazon 7. RWJ University Hospital Hamilton 8. NJ Manufacturers Insurance Company 9. Janssen Pharmaceuticals 10. Munich American Reinsurance Company 	<ol style="list-style-type: none"> 1. NJ Department of Environmental Protection 2. US Environmental Protection Agency 3. NJ Dep't of Transportation 4. City of Trenton 5. NJ Dep't of Labor and Workforce Dev. 6. NJ Judiciary 7. State Department of Community Affairs 8. Dep't of Corrections 9. NJ Department of Treasury

Source: *Environmental Scan of High Potential Degree Programs*, Hanover Research, October 2015

Higher Education Policy and Community Colleges Trends

United States

Most students whose parents have had high levels of postsecondary education attend community colleges for the purpose of transferring to a 4-year college. In contrast, many first-generation community college students attend to improve job skills and obtain an associate degree. (American Association of Community Colleges (2005). *Faces of the Future: A Portrait of First-Generation Community College Students*. Retrieved September 19, 2006 at

http://www.aacc.nche.edu/Content/NavigationMenu/ResourceCenter/Projects_Partnerships/Current/FacesoftheFuture/FacesoftheFuture.htm)

The United States ranks 27th among developed nations in the proportion of college students receiving undergraduate degrees in science or engineering. (American Council on Education, 2006)

First-generation community college students are more likely to be women, older than traditional college age, employed full-time, and to support dependents living at home. (American Association of Community Colleges, 2005)

Opportunities in the middle class are shrinking for those without college. In 1967 almost half of American families were headed by high school dropouts while 70% of those headed by high school graduates, were in the middle class. By 2004, only a third of dropouts' families and half of high school graduates' families were still in the middle class. Virtually all had fallen below the \$28,000 mark defining middle class. (Carnevale, A. P. [2006, September 22]. Discounting Education's Value. Chronicle of Higher Education, B7-B9)

One out of every 14 of the people who attend community colleges has already earned a bachelor's degree. At some community colleges, the proportion is as high as one in five. (Hechinger Report [2015, October]. Graduates of four-year universities flock to community colleges for job skills. Retrieved November 3, 2015 at <http://hechingerreport.org/graduates-of-four-year-universities-flock-to-community-colleges-for-job-skills/>)

The Achieving the Dream initiative has cast a national spotlight on the success rates of low-income students and students of color. The success of these two key student populations is vital to America's future. Achieving the Dream has attracted more than \$90 million in philanthropic support, collectively the largest grants ever made to community colleges. Several New Jersey community colleges participate in this initiative. (See www.achievingthedream.org)

Changes in federal financial aid eligibility made effective in 2012 impact community college's efforts to recruit and retain students. These changes mandate that students must have earned either a high school diploma or a recognized equivalent (such as a General Educational Development certificate (GED) or a homeschool education) prior to admission, meaning students will longer be able to simply take a test for admission. Another large change is the limit in the length of time students can receive Pell Grants; students are now capped at 12 semesters or the equivalent. Those that exceed this limit are denied eligibility for future Pell Grants. (<http://studentaid.ed.gov/about/announcements/recent-changes>)

When asked whether they think students should be able to receive college credit for knowledge and skills acquired outside the classroom, nearly 9 in 10 Americans (87%) say yes. This suggests that higher education institutions could initiate community collaborations/partnerships to help facilitate certificate or degree completion for some working Americans. (America's Call for Higher Education Redesign. The 2012 Lumina Foundation Study of the American Public's Opinion on Higher Education. http://www.luminafoundation.org/publications/Americas_Call_for_Higher_Education_R redesign.pdf)

Additionally, three-quarters of Americans (75%) indicate that they would be more likely to enroll in a higher education program if they could be evaluated and receive credit for what they already know. (America's Call for Higher Education Redesign. The 2012 Lumina Foundation Study of the American Public's Opinion on Higher Education. http://www.luminafoundation.org/publications/Americas_Call_for_Higher_Education_R redesign.pdf)

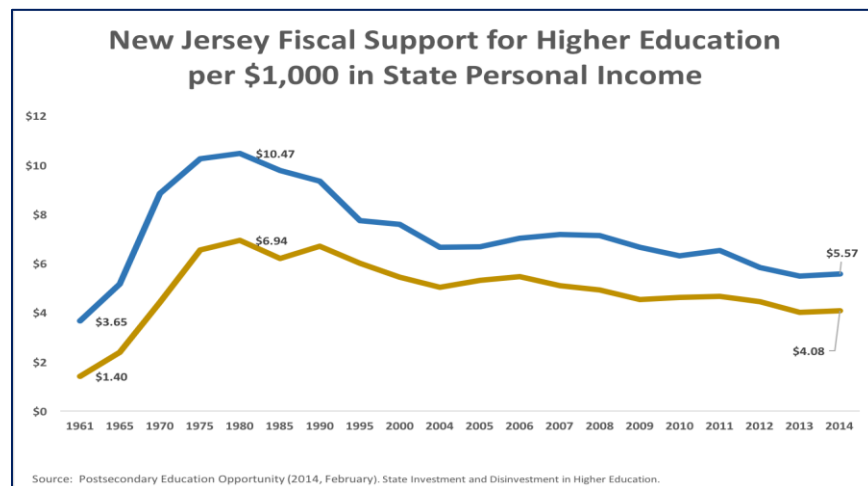
New Jersey

Between 1994 and 2014, educational appropriations per full-time-equivalent student at public institutions in New Jersey dropped over 46 percent. (Source: State Higher Education Executive Officers (2015). State Wavecharts. Retrieved January 20, 2016 at sheeo.org)

New Jersey is one of few states that offer financial aid for high performing students to start college at a two-year school. At the same time, the state ranks 29th in the percentage of low-income students who transfer and earn a bachelor's degree in six years. (Source: Community College Research Center [2016, January]. Gateway to Higher Ed? A TC report ranks states on rates of student transfer to four-year universities and completion of bachelor's degrees. Retrieved January 20, 2016 at <http://www.tc.columbia.edu/articles/2016/january/gateway-to-higher-ed-a-tc-report-ranks-states-on-rates-of-student-transfer-to-f/>)

A way to understand state policy is to look at how ratio between higher education appropriations versus available personal income. Using this measure, Figure E-1 shows that height of New Jersey's effort to support public higher education occurred in the late 1970's and early 1980's.

Figure E-1



Mercer County

The County has a higher proportion of bachelor's degrees than the state figure. However, there are locations within the County where that level of education attainment is 25% of the County Average. [NJ=36%, County=40%, Princeton 89%, Trenton=11%]. (U.S. Census QuickFacts. Retrieved December 21, 2015 at <http://www.census.gov/QuickFacts>)

K through 12 Education Trends

United States

The United States ranks 20th in high school completion rate among industrialized nations and 16th in college completion rate. (Rising Above the Gathering Storm, 2010)

The average American K-12 student spends four hours a day in front of a TV. (Rising Above the Gathering Storm, 2010)

At the national level, only 68% of ninth graders graduate from high school in four years, and only 18% go on to complete an associate's degree within three years after entry into a community college or a bachelor's degree within six years of enrolling in a 4-year college. (National Center for Public Policy and Higher Education [2005, July]. The Need for State Policy Leadership. Retrieved February 12, 2006, at <http://www.highereducation.org>)

Sixty-nine percent of United States public school students in fifth through eighth grade are taught mathematics by a teacher without a degree or certificate in mathematics. (Rising Above the Gathering Storm, Revisited: Rapidly Approaching Category 5 By Members of the 2005 "Rising Above the Gathering Storm" Committee; Prepared for the Presidents of the National Academy of Sciences, National Academy of Engineering and Institute of Medicine, 2010. <http://www.nap.edu/catalog/12999.html>)

Ninety-three percent of United States public school students in fifth through eighth grade are taught the physical sciences by a teacher without a degree or certificate in the physical sciences. (Rising Above the Gathering Storm, 2010)

Up to 40% of college-admitted low-income students never show up to college in the fall. (Hechinger Report [2015, August]. Retrieved November 16, 2015 at <http://hechingerreport.org/why-are-low-income-students-not-showing-up-to-college-even-though-they-have-been-accepted/>)

New Jersey

Unlike 28 other states, New Jersey lacks statewide, uniform requirements for admission into four-year public colleges. Twenty-eight states have adopted either statewide or system-wide admission policies. These states go beyond traditional high school coursework requirements to look at other indicators of college readiness such as GPA, class ranks, scores on assessments and an index score that combines the indicators. (Source: Education Commission on the States. Blueprint for College Readiness. Retrieved January 20, 2016 at <http://www.ecs.org/bpcr/html/educationissues/blueprint/stateprofiles/NJStateProfile.pdf>)

The number of high school graduates is predicted to decline in New Jersey during the next decade. At the same time, Asian and Hispanic high school graduates are projected grow significantly in New Jersey while Whites forecast to decline during the next 10 years (Table E-4)

Table E-4. New Jersey High School Graduates Forecast					
All public and private high school graduates	AY 2013-2014	5-Year Changes		10-Year changes	
		AY 2018-2019	% Change	AY 2023-2024	% Change
U.S. Total	3,219,207	3,315,636	3%	3,473,081	7.9%
New Jersey Total	105,229	101,789	-3.3%	100,665	-4.3%
White	51,977	47,250	-9.1%	42,284	-18.7%
Hispanic	16,734	20,047	19.8%	24,667	47.4%
Black	13,708	13,136	-4.2%	12,322	-10.1%
NJ Asian/Pacific	9,137	10,521	15.2%	12,183	33.3%
(Source: Noel-Levitz Special Report: 2014-2024 Projections of High School Graduates by State and Race/Ethnicity. March 2014 Available at. https://www.noellevitz.com/papers-research-higher-education/2014/2014-24-projections-high-school-graduates?utm_source=FredBlogPost030614&utm_medium=email&utm_campaign=marketing2014)					

Technology and Learning Innovation Trends

United States

While there is some disagreement about the total number of students taking online courses, the most recent data from the US Department of Education reports 5.5 million took at least one online course in fall 2012, roughly one-quarter of the total US enrollment. About 2.6 million were enrolled in fully online programs while the rest took some traditional face-to-face courses and some online. (National Center for Education Statistics, [2014, June]. Enrollment in Distance Education Courses, by State: Fall 2012)

The proportion of academic leaders who report that online learning is critical to their institution's long term strategy has grown from 48.8% in 2002 to 70.8% by 2015. (Online Learning Consortium, *ibid.*)

Almost three-quarters (74.1%) of academic leaders responding to a recent survey believe that the learning outcomes in online education are the same or superior to those in face-to-face instruction. At the same time, only 28.0% of chief academic officers say that their faculty members accept the "value and legitimacy of online education." (Online Learning Consortium, *ibid.*)

Teens age 13 to 18 spend almost nine hours a day--longer than they usually sleep--on "entertainment media," which includes things like checking out social media, music, gaming or online videos. (Common Sense Media [2015, November]. Retrieved November 16, 2015 at <https://www.commonsensemedia.org/about-us/news/press-releases/landmark-report-us-teens-use-an-average-of-nine-hours-of-media-per-day>)

Eighty-four percent of 2014 college students surveyed own a smartphone, up from 72 percent in 2013. 45 percent own a tablet, up from 38 percent a year ago. 8 percent own a hybrid or 2-in-1 computer. (eCampus News [2015, October]. 5 gray areas of higher education's reinvention. Retrieved November 16, 2015 at <http://www.ecampusnews.com/technologies/higher-education-reinvention-829>)

Implementation of adaptive learning technology varies widely by discipline, despite evidence that it is very effective in promoting learning. Results from a recent survey estimate that only ten percent of general education courses make use of educational courseware, and just 4 percent of developmental and general education classes utilize adaptive learning technologies. (Campus Computing Survey [2015, October]. Retrieved November 3, 2015 at <http://www.campuscomputing.net/sites/www.campuscomputing.net/files/CC2015%20-%20Exec%20Summary%20&%20Graphics.pdf>)

Open Source textbooks/Open Education Resource (OER) content will be an important source for instructional resources in five years, according to 80% of the respondents to a national survey. Advocates believe that OER titles, which are typically distributed to students in a digital format, offer a viable, very low cost alternative to expensive textbooks. (Campus Computing Survey, *ibid.*)

Broward College Online saves distance education students more than \$250,000 each term over the normal cost of books by dispensing with textbooks and incorporating OER within courses. (WCET [n.d.]. Open Educational Resources: How Broward College Online Took the Dive. Retrieved November 3, 2015 at <https://wcetblog.wordpress.com/2014/05/01/oer-browardcollege/>)

In almost all cases, acquiring a tablet is less expensive than the books required for a given course. It is now possible to purchase a tablet computer that can be used in the classroom for less than \$50. (Temming, M. [2015, August] 5 Essential Gadgets for Students That Cost Less Than \$50. Scientific American. Retrieved March 6, 2016 at <http://www.scientificamerican.com/article/5-essential-gadgets-for-students-that-cost-less-than-50/>)

APPENDIX F: INTERNAL DATA AND TRENDS

Enrollment and Demographic Trends

Mercer County Community College enrolls more than 12,500 students in credit and noncredit programs at both campuses, including adult education and customized training for employers. The college also serves more than 1,500 children and teens in enrichment programs and sports camps. Figure F-1 depicts credit enrollment trends. In the Fall 2014 semester, 72% of students were enrolled in courses offered at the West Winsor Campus, eight percent were enrolled in courses offered at the James Kerney Campus in Trenton, and 15% were enrolled in MercerOnline courses. The remaining five percent were enrolled in courses offered at other locations.

Figure F-1

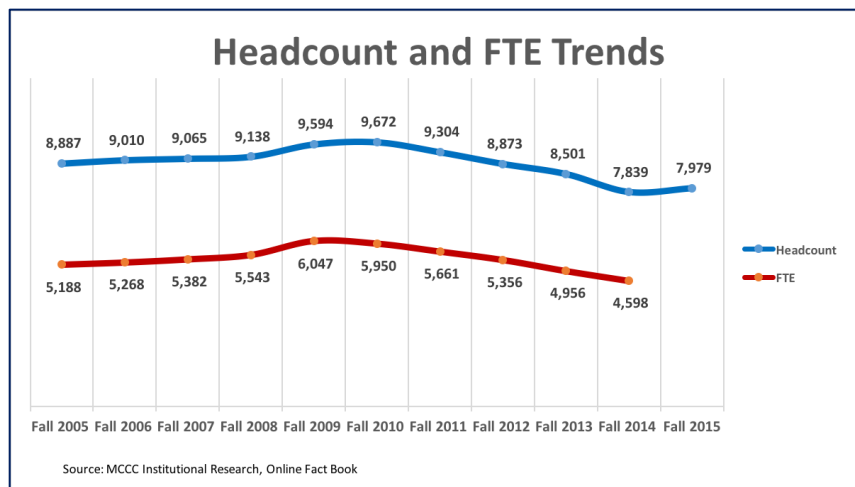
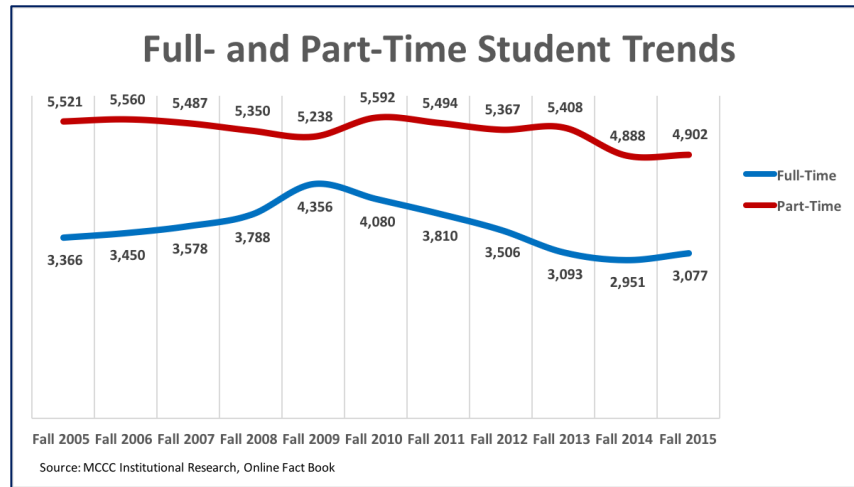


Figure F-2 shows trends in credit enrollment by student status. MCCC reached its peak full-time enrollment in fall 2009 and part-time enrollment in fall 2010. As the recession began to recede the College lost enrollment in both categories although there is a slight uptick in the past fall term. The ratio of full-time students to part-time students is nearly the inverse of similarly sized New Jersey community colleges. About 62 percent of Mercer's students attend part-time versus the group mean of 51 percent (See Table F-2 below). Only one other New Jersey community college in this plan's comparator group enrolls the same proportion of part-time students.

Figure F-2



Mercer County is becoming more diverse. Figure F-3 shows the significant decline in both white and African-American students over the past decade. The 77% increase in Hispanic enrollment mirrors the growth of Hispanics in Mercer County in the last decade. The proportion of white and African-American County residents, however, has not decreased at the same rate as their proportions at Mercer (see the environmental scan in Appendix E for County statistics for key demographic categories).

Figure F-3

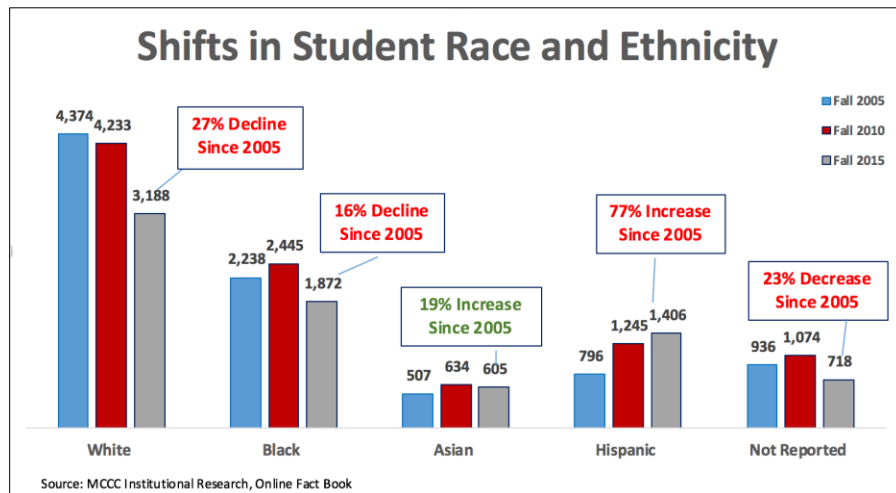
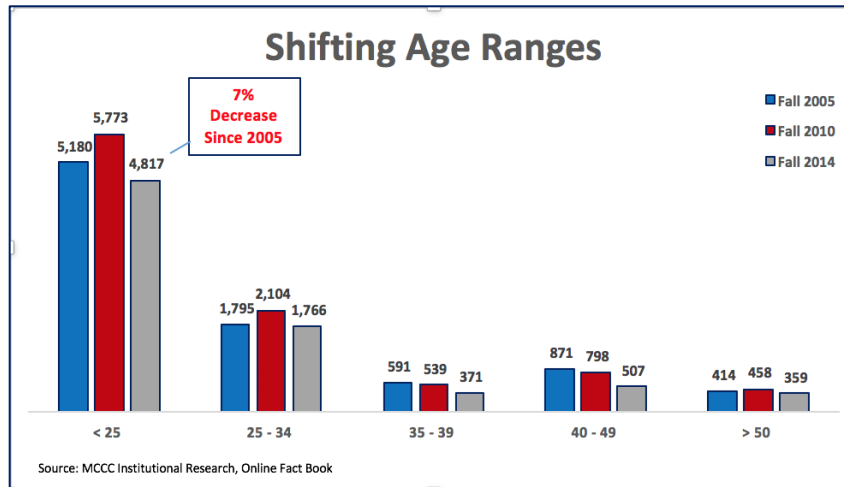


Figure F-4 illustrates age ranges at Mercer over the past decade. There has been a 7% decline in traditional college age students from 2005 to 2014. All age categories have declined but the loss of young students, who are more likely to attend full-time is significant and not compensated by increases in other age ranges.

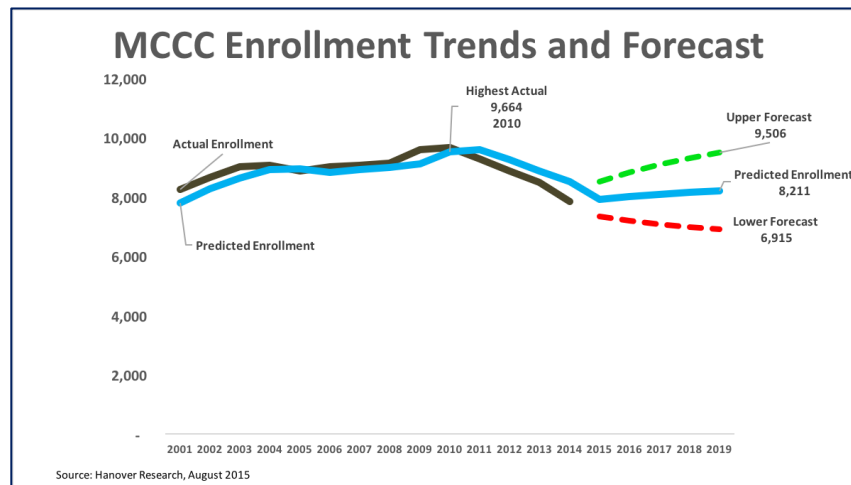
Figure F-4



MCCC Projected Enrollment

According to a recent study by Hanover Research, a consulting firm, future enrollment in credit courses at MCCC is projected to exhibit positive but near zero growth. Total student enrollment at MCCC peaked in 2009 and 2010 at 9,600 combined credit students and has since declined. Hanover Research's forecasts suggest that the decline is likely to stabilize with slight positive (on average) enrollment growth through 2019 (Figure F-5).

Figure F-5



Student Success

Nearly half of entering students require some form of developmental instruction in math, reading, or English (Figure G-6). About a third of entering students are assessed as college ready²

Figure F-6

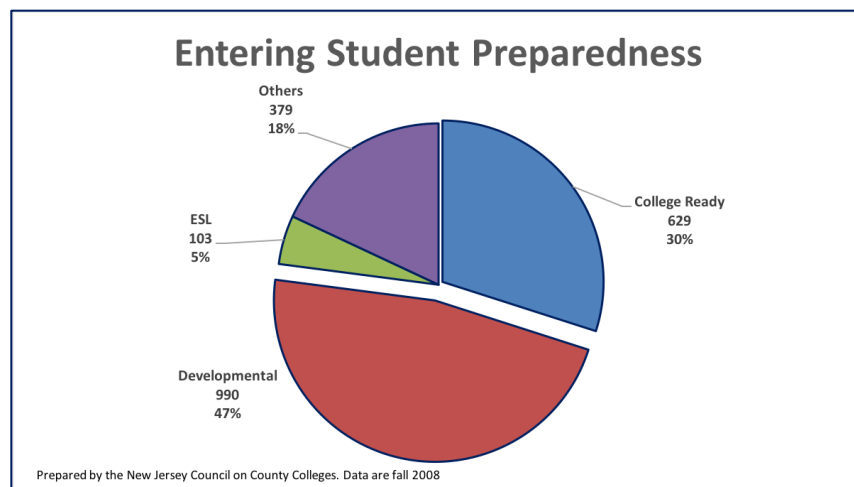
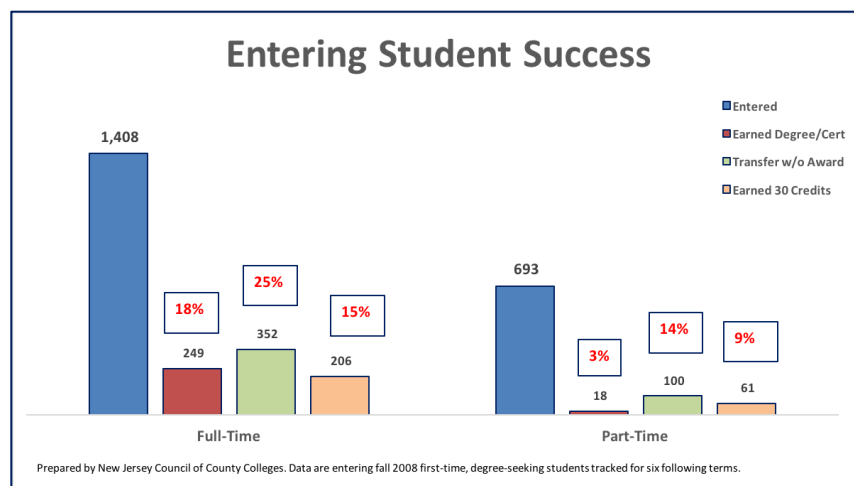


Figure F-7 captures outcomes from tracking the fall 2008 cohort across six subsequent semesters. This tracking shows that 18% of full-time students in this cohort had earned a degree or certificate during this time. Among those that didn't earn a degree or certificate, 25% transferred without an award. Of those that didn't earn a degree or transfer, 15% earned 30 credits or more.

Figure F-7



² These data are from the fall 2008 entering cohort. These data were prepared for the New Jersey Council of County Colleges as part of a statewide research effort and currently are the sole cohort data available for use in this strategic plan.

Figure F-8 illustrates the percentage of those who entered Mercer in the fall of 2010 and subsequently earned degrees or certificates by gender and demographics. The overall rate for those earning degrees or certificates (completers) was 14%. White entering students completed at a 22% rate while Black and Hispanic entering students completed at 7% and 8% respectively. Men completed at a higher rate than women.

Figure F- 8

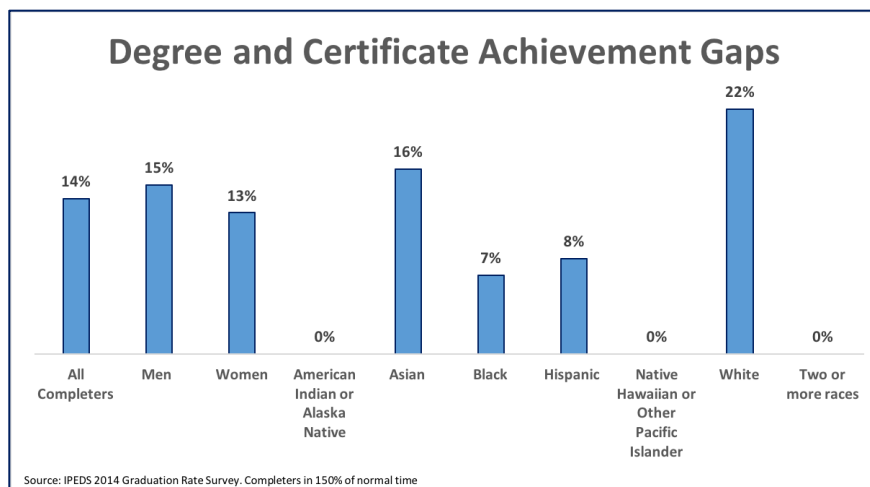
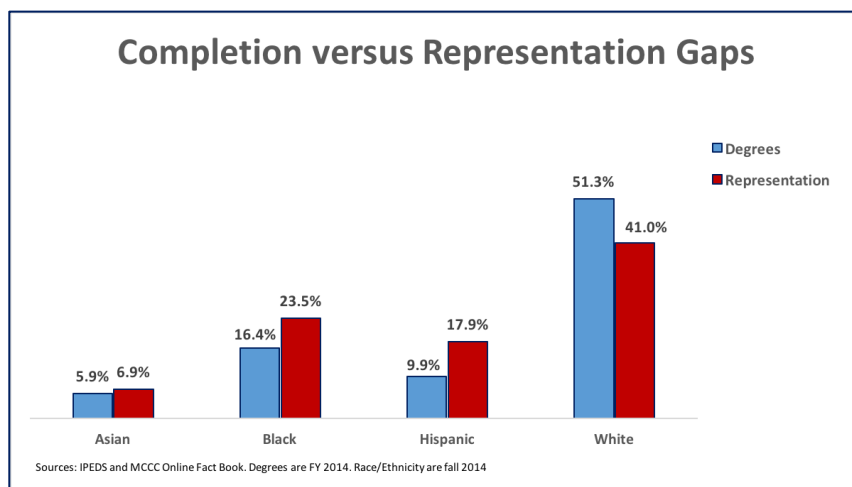


Figure F-9 compares the demographics of Associate degree awardees to their respective representation in the MCCC student body. These data also illustrate a significant completion for MCCC's Black and Hispanic students.

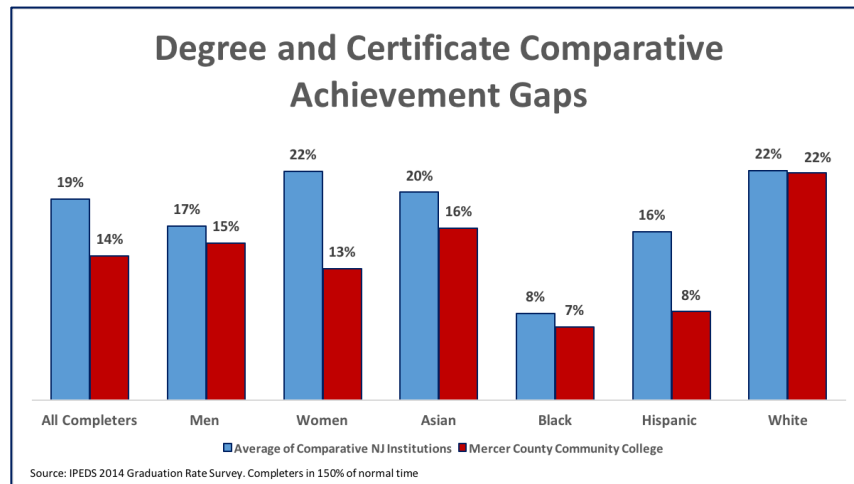
Figure F-9



To determine whether the foregoing success rates are comparable with other public community colleges in New Jersey of similar size, comparative data were collected from the

federal Integrated Postsecondary Data System (IPEDS).³ Figure F-10 indicates that Mercer lags comparator colleges in degree and certificate completion across all categories except for White students. Further comparator outcomes can be found in Table F-3.

Figure F-10



MCCC Instructional Programs

Programs with the highest numbers of declared majors (in order from highest to lowest) are listed in Table F-1.

	Fall 2013	Fall 2014	Fall 2015
Liberal Arts A.A.	922	727	816
Pre-Nursing	706	542	586
Business Administration A.S.	528	533	535
Criminal Justice – Law Enforcement A.S.	421	389	402
Biology A.S.	271	287	278
Education A.A.	287	269	264

MCCC offers courses and programs in healthcare, business, and information technology programs associated with high-growth occupations. Programs that prepare students for occupations that are expected to observe strong job growth through 2022 include:

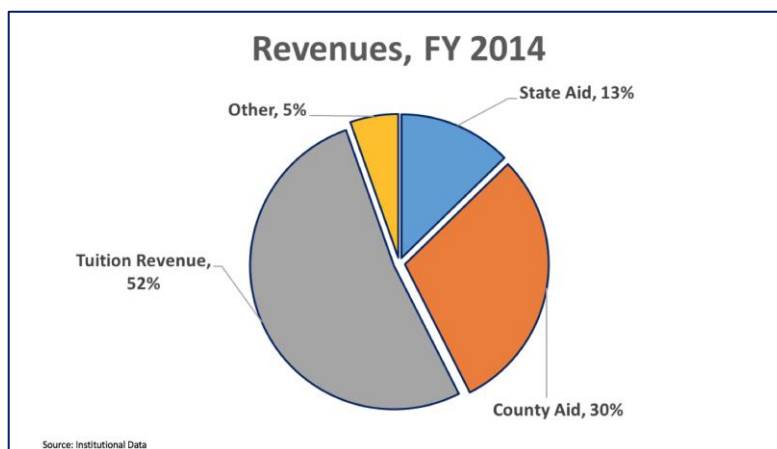
- Accountants
- Computer Systems Analysts
- Nursing Assistants, Medical Assistants
- Registered Nurses
- Secondary School Teachers

³ Comparator institutions and their Fiscal Year 2014 enrollment include Atlantic Cape Community College (6,845), Burlington County College (9,438), County College of Morris (8,096), Hudson County Community College (9,203), Ocean County College (9,296), Passaic County Community College (8,968), Raritan Valley Community College (8,214), and Rowan Rowan College at Gloucester County (7,130). Mercer County Community College's enrollment was reported as 7,839 and the group's mean was 8,337

MCCC Revenue and Expenses

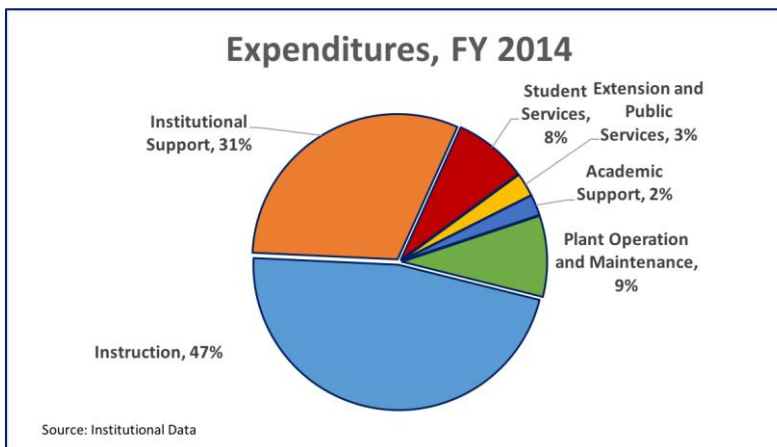
Figures F-11 and F-12 illustrate how MCCC acquires resources and how it spends them. These figures show that more than one half of Mercer's revenue comes from students, a situation that is driven in large measure by reductions in state appropriations (see Figure E-1 above).

Figure F-11



Nearly half of the budget is spent on instruction. Comparative expenditure patterns can be found in Table F-5 below.

Figure F-12



Comparative Data

Context is critical to understanding the data needed for strategic planning. An overview of how Mercer County Community College's data compares to other New Jersey community colleges of similar size is provided below. These data were gathered from the federal Integrated Postsecondary Data System (IPEDS) for community and include comparisons of student

demographics (gender and race/ethnicity), degrees awarded, revenues, expenditures, and degree and certificate achievement gaps.

Table F-2. Comparative Student Demographic Representation							
Institution Name	# Student s	% Asian	% Black or African American	% Hispanic/ Latino	% White	% Unknown	% International
Atlantic Cape Community College	6,845	8	15	16	48	10	1
Burlington County College	9,438	4	20	10	57	5	2
County College of Morris	8,096	5	5	18	59	9	2
Hudson County Community College	9,203	8	14	55	12	9	0
Mercer County Community College	7,839	6	22	17	40	9	4
Ocean County College	9,296	2	6	10	75	5	1
Passaic County Community College	8,968	5	15	52	19	7	1
Raritan Valley Community College	8,214	6	9	17	54	8	3
Rowan College at Gloucester County	7,130	2	13	6	69	5	0
<i>Group Average</i>	<i>8,337</i>	<i>5</i>	<i>13</i>	<i>22</i>	<i>48</i>	<i>7</i>	<i>2</i>
Source: IPEDS. Data are fall 2014							

The number of students served by MCCC places the College near the average for comparator institutions. MCCC serves a higher proportion of Black or African American students and a relatively smaller proportion of Hispanic/Latino students than its comparators. Mercer also serves proportionately more International Students (Table F-2).

MCCC enrolls proportionately more men than the average of comparator institutions while enrolling a significantly higher proportion of part-time students (Table F-3).

Table F-3. Comparative Gender and Attendance Status					
	# students	% men	% women	% Full time	% Part time
Atlantic Cape Community College	6,845	42	58	47	53
Burlington County College	9,438	42	58	51	49
County College of Morris	8,096	50	50	51	49
Hudson County Community College	9,203	42	58	65	35
Mercer County Community College	7,839	48	52	38	62
Ocean County College	9,296	44	56	53	47
Passaic County Community College	8,968	40	60	38	62
Raritan Valley Community College	8,214	49	51	42	58
Rowan College at Gloucester County	7,130	43	57	56	44
<i>Group Average</i>	<i>8,337</i>	<i>45</i>	<i>55</i>	<i>49</i>	<i>51</i>
Source: IPEDS. Data are fall 2014					

MCCC's total awards place the college eighth among nine comparator institutions (Table F-4). Associate degree production lags the comparator group average.

Table F-4. Comparative Degrees and Certificates Awarded				
	# Students	# Certificates	# Associate's degrees	Total Awards
Atlantic Cape Community College	6,845	38	833	871
Burlington County College	9,438	57	1,291	1,348
County College of Morris	8,096	8	1,357	1,365
Hudson County Community College	9,203	11	875	886
Mercer County Community College	7,839	95	786	881
Ocean County College	9,296	43	1,504	1,547
Passaic County Community College	8,968	235	687	922
Raritan Valley Community College	8,214	102	991	1,093
Rowan College at Gloucester County	7,130	15	942	957
<i>Group Average</i>	<i>8,337</i>	<i>67</i>	<i>1,030</i>	<i>1,097</i>
Source: IPEDS. Data are fall 2014				

Tables F-5 and F-6 display comparative revenues and expenditure data. Revenue comparisons indicated that Mercer receives nearly the same proportion of its funds from tuition and fees and state appropriations as the group average. Revenues from local appropriations are substantially higher than the group average while government contract and other revenues are lower (Table F-5).

Table F-5. Comparative Revenue as a % of Total Revenue					
	% Tuition and fees	% State	% Local	% Government grants and contracts	% Other revenues
Atlantic Cape Community College	21	9	13	32	24
Burlington County College	42	15	1	35	1
County College of Morris	38	9	15	16	18
Hudson County Community College	12	9	14	44	21
Mercer County Community College	30	11	25	25	9
Ocean County College	34	10	20	24	7
Passaic County Community College	14	9	19	54	5
Raritan Valley Community College	34	9	21	20	16
Rowan College at Gloucester County	36	11	15	28	10
<i>Average</i>	<i>29</i>	<i>10</i>	<i>16</i>	<i>31</i>	<i>12</i>
Source: IPEDS. Data are Fiscal Year 2014					

Table F-6. Comparative Expenses as a % of Total Revenue						
	% Instruction	% Public service	% Academic support	% Student services	% Institutional support	% Other
Atlantic Cape Community College	37	2	10	11	26	14
Burlington County College	39	2	8	12	22	16
County College of Morris	51	1	9	9	17	12
Hudson County Community College	42	0	6	8	27	17
Mercer County Community College	43	2	2	8	29	16
Ocean County College	35	2	21	11	20	10
Passaic County Community College	41	6	3	8	21	21
Raritan Valley Community College	46	3	8	12	25	4
Rowan College at Gloucester County	48	2	8	17	14	11
<i>Average</i>	<i>42</i>	<i>2</i>	<i>8</i>	<i>11</i>	<i>22</i>	<i>13</i>
Source: IPEDS. Data are Fiscal Year 2014						

Expenditure comparisons show that Mercer spends at the group average for instruction while it exceeds the group average for institutional support (Table F-6)⁴. Expenditures for academic support and student services are lower than the group average.

⁴ The National Association of College and University Business Officers (NACUBO) defines *Instruction* as all expenditures for activities that are part of an institution's instruction program (credit and noncredit courses, academic, vocational, technical instruction, remedial, special and extension sessions). *Institutional Support* is defined as expenditures for central executive-level activities (management and long-range planning of the institution, fiscal operations, administrative data and information processing, HR/ personnel, and support services to faculty and staff).

Table F-7 displays the demographic characteristics of degree and certificate awardees across the group, thereby pointing to achievement or success gaps. Compared to the group average, Mercer County Community College graduates significantly fewer proportions all students (14% v. 19%). Significant gaps are also present for women, Asians, and Hispanics while MCCC's completion rate for White students is at the group average.

Table F-7. Comparative Graduation Rates (150% of time) by Demographic Categories										
	# Students	% All Students	% Men	% Women	% Asian	% Black	% Hispanic	% Native Hawaiian or Other Pacific Islander	% White	% Two or more groups
Atlantic Cape Community College	6,845	16	13	19	13	8	15	0	21	19
Burlington County College	9,438	20	17	23	22	10	17	33	25	14
County College of Morris	8,096	27	25	30	27	11	30	0	28	33
Hudson County Community College	9,203	9	8	9	14	5	9	6	9	7
Mercer County Community College	7,839	14	15	13	16	7	8	0	22	0
Ocean County College	9,296	30	27	34	36	9	16	0	33	n/a
Passaic County Community College	8,968	10	8	12	9	5	8	n/a	14	n/a
Raritan Valley Community College	8,214	19	16	23	24	8	14	20	23	22
Rowan College at Gloucester County	7,130	22	19	25	14	10	20	20	24	23
<i>Average</i>	<i>8,337</i>	<i>19</i>	<i>16</i>	<i>21</i>	<i>19</i>	<i>8</i>	<i>15</i>	<i>10</i>	<i>22</i>	<i>17</i>
Source: IPEDS 2015 Graduation Rate Survey. Completers in 150% of normal time.										