



Shaping the Future



Strategic Plan to 2010

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INTRODUCTION

SINCE ITS FOUNDING IN 1967, CAMDEN COUNTY COLLEGE has provided open access and high-quality education to more than 226,000 credit students while enriching the professional and personal lives of thousands of additional area residents. The college ranks second among New Jersey institutions of higher education in number of students served (fall 2004) and in the top 100 nationally for associate degrees awarded (84th) and among the nation's top 50 for degrees awarded in education (6th) and criminal justice (44th). In 2004, Community College Week ranked Camden County College among the top fifty fastest growing public two-year colleges with enrollments of more than 10,000 students. With an enrollment of 15,116 students in fall 2004, the college continues to be New Jersey's largest and most comprehensive community college.

Camden County College is three distinct campuses with a common mission to provide affordable, convenient, academically excellent higher education to all who seek it. The college's enrollment growth serves as a positive indicator that the institution is fulfilling that mission.

Camden County College is an important county resource in the Southern New Jersey/Delaware Valley region serving over 32,000 students annually through associate degree and certificate programs, hundreds of non-credit courses, and an array of cultural programming at three locations: the Blackwood campus, the Camden City campus, and the William G. Rohrer Center in Cherry Hill.

Many of the college's academic programs are regionally and nationally recognized for their academic excellence. The college secured full ten-year Middle States accreditation in 1997 and was described by the visiting team as a college "led and staffed by people who are informed about national trends, aware of and involved in community interests, and confronting change in all aspects of the institution."

The college is proud of this tradition of excellence. Its successes since the 2000 Strategic Plan point to an institution that is becoming evermore innovative, flexible, and responsive to the learning needs of its students. The 2000 plan set forth five strategic issues: (1) Extending the Richness and Reach of Our Urban Mission; (2) Creating and Sustaining Academic Programs for the Knowledge Age; (3) Ensuring Student Readiness to Learn; (4) Providing Exemplary Enrollment and Student Support Services; and (5) Developing the William G. Rohrer Center as a Model Learning Center for the Information Economy. In addition, six Base Goals were delineated to focus on supporting the success of the college's learning environment: (1) Physical Plant; (2) Human Resources; (3) Financial Systems; (4) Technology; (5) Information; (6) Communications.

Significant accomplishments in each area abound and set the stage for continued development of Camden County College. This plan builds on the 1995 and 2000 plans, offering a refined set of strategic issues and broad initiatives that are set within the context of past accomplishments, new opportunities presented by changes in the college's external environment, and the ever unfinished agenda of continuous quality improvement.

PLAN FORMAT

This Strategic Plan is similar to the college's 1995 and 2000 Strategic Plans. It begins with an introduction and moves into a situational analysis that provides an overview of external factors that may have an effect on the college over the next five years, along with a synopsis of internal factors that inform future strategy development. At the plan's center are six strategic initiatives that have emerged from planning sessions that took place beginning in Fall 2004. These included a presentation to the President's staff on the strategic planning process. At this time, the following questions were posed: In five years, what will be the next big thing? Where do we want to be? These questions were brought back to each respective unit for discussion, and these responses were used in a focus group session at a subsequent President's staff meeting. The perceived opportunities and barriers, along with the strengths and weaknesses, were discussed in relation to these questions. The input from these sessions developed into a vision for where we need to be and the strategic initiatives that would lead the way. The President's staff further refined this vision and the resulting strategic initiatives before introducing them to the Board of Trustees and the college community for their insights and discussions.

Framed as questions, the six strategic issues represent policy decisions that the college will face over the next five years. The broad initiatives are proposed to address each question and to guide leaders throughout the institution in the development of unit specific goals and objectives. Thus, the work of the college in the immediate future will be directed toward the achievement of the identified strategic issues.

SITUATIONAL ANALYSIS

.....EXTERNAL ENVIRONMENT

A Changing Camden County

Camden County is an integral part of the Philadelphia metropolitan region, the fourth largest metropolitan area in the United States. Ranking 8th in size in New Jersey, the County is the most populated of the southern New Jersey counties with more than 514,000 residents (2003 estimate). Yet, because it is more densely populated, Camden County is not growing in population compared to bordering Gloucester County, which grew 11% between 1990 and 2000, and Burlington County, which grew 7% during that same period while Camden County grew only 1%.

Between 2000 and 2010:

- The five counties that make up the southern region of New Jersey (Burlington, Camden, Cumberland, Gloucester, and Salem) are projected, as a region, to have a rate of growth of only 6% between 2000 and 2010. The total resident population of New Jersey is projected to increase 8% during that same time period.
- Between 2000 and 2010, Burlington County and Gloucester County are each expected to have a growth rate of 9%. Camden County's rate of growth is projected to be 3%.
- The proportion of those Camden County residents 15 to 24 years old is projected to increase by 24% (15,606). This age group currently makes up over 50% of our student population.
- The proportion of residents 25 to 34 years old is projected to decrease by 9% (6,116). This age group currently makes up 25% of our student population.
- The proportion of residents 35 to 64 years old is projected to increase by 6% (15,987). This age group makes up 20% of our current student population.
- The proportion of residents 65 and older is projected to increase by 1% (731). This age group currently makes up less than 1% of our current student population.

The County's Population Continues to Diversify:

- 21% of the population is projected to be Black in Camden County in 2010, the fifth highest among New Jersey counties. By 2020, it is projected to be 23%, moving up to the fourth highest among New Jersey counties.
- 12% of the population in Camden County is projected to be Hispanic by 2010, an increase from 10% in 2000. By 2010, it is projected that Hispanics will outnumber Blacks and become the state's largest minority group.
- Population growth continues in the southern portion of the County in Winslow and Gloucester townships (15% and 20% respectively between 1990 and 2000).

The County's Economic Health Continues to Improve:

- The Camden Labor Area's unemployment rate averaged 5.2% in the first nine months of 2004, lower than the same period in 2003 when it was 5.6% (New Jersey Economic Indicators–11/04).
- Employment in the Camden Labor Area is expected to grow moderately with the largest job gains believed to be in trade, transportation and utilities, educational and health services, and professional and business services.
- Investments in Camden City, in projects such as the development of the waterfront, business district, the university district, and enhanced transportation (River Line), all influenced in some part by the Camden Rehabilitation and Recovery Act, show promising signs for future growth in the City and surrounding areas.

A Changing Economic Environment

As reported by the New Jersey Department of Labor and Workforce Development, between 2000 and 2010, nearly one half of all job openings in Camden County will be in service occupations such as home health aides, nursing aides and professional occupational groups, such as elementary and secondary teachers, health practitioners/technicians, and registered nurses.

- Service occupations, as a group, are expected to provide an average of almost 7,500 job openings annually while professional and related occupations, as a group (i.e. elementary and secondary teachers, teacher assistants), will average almost 5,400 openings annually.
- The top five occupations with the greatest employment growth in Camden County between 2000 and 2010 are projected to be registered nurses, nursing aids, licensed practical nurses/licensed vocational nurses, customer service representatives, and teacher assistants.
- The top 10 growth industries projected for 2000 - 2010 follows a similar pattern. They include:
 - Health services
 - Business services
 - Hotels
 - Social services
 - Local government education
 - Engineering and management services
 - Eating and drinking places
 - Miscellaneous retail (drug and sporting good stores)
 - Wholesale trade - Nondurable goods
 - Special trade contractors

***...nearly one half
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The Emergence of a Learning Society

The aging of the American and Camden County workforces, plus the increasing technological component of most jobs, is serving to make education a priority. Some of the best paying jobs require post-secondary education. The average earning of someone with a one-year certificate is 16% more than someone with just a high school diploma or GED while someone with an associate's degree can earn 37% more than someone with a high school diploma or GED. Add to this the conviction that education is essential for a better life and that this opportunity to an education is "guaranteed" to every citizen and you have a significant set of challenges for higher education. Some of these challenges include (Boswell, Katherine, and Wilson, Cynthia D., eds. 2004. *Keeping America's Promise. Center for Community College Policy*):

- An escalating national demand for higher education projected as high as 46% over 2000 levels by 2015. (Community colleges today enroll almost half of all undergraduate students in the United States.)
- Increased home schooling and access to high-speed networks and mobile computer systems having the potential to change the way students receive their education.
- The student mix has changed; with the "nontraditional" student (older, families, part-time, commuters) more the norm. Ways to obtain a college education are changing; almost 75% of all two-year colleges offer some online courses.
- Ways to fund an education have gotten harder with federal and state funding failing to support growing student needs.

Compounding these challenges for community colleges are the added "promises" inherent in their mission of:

- Providing and promoting access to all.
- Improving student goal attainment (graduation, transfer, skill attainment).
- Assessing student learning and institutional effectiveness.

Institutions of higher education need to develop strategies that will assist in meeting these challenges and promises head on. These include but are not limited to creating stronger connections with K-12 districts, providing more effective remediation, building a new culture of evidence for increased credibility and effectiveness, and strengthening student engagement so that more active learning occurs (Boswell, Katherine, and Wilson, Cynthia D., eds. 2004. *Keeping America's Promise. Center for Community College Policy*)

Financing Education

Over the past 30 years, the costs of higher education have shifted from the government (federal, state and local agencies) to students. The result is that students everywhere are being asked to pay a greater portion of their educational costs. Camden County College is no exception as student tuition and fees make up nearly half of the college’s annual operating budget. This national shift threatens entry to higher education at a time when demand is high and there is a corresponding need to ensure access to continuous learning opportunities. In addition to rising tuition, a multibillion-dollar deficit is projected in the next state budget that will most likely have a negative impact on state funding of higher education. And the announcement by the Bush administration concerning a revision to the Pell Grant formula threatens to leave students with fewer options to pay for their education.

SITUATIONAL ANALYSIS

.....INTERNAL ENVIRONMENT

Enrollment Trends

Camden County College’s total credit enrollment has increased by 25% over the last five years with Fall 2004 enrollment growing to 15,116 from 12,131 in Fall 2000. Total credits generated rose 40% in FY2004 growing to 302,755 up from 216,822 in FY2000. Although generating record numbers of credits, we are only keeping pace with the other New Jersey community colleges that also are seeing record increases in their enrollments.

The mix of enrollment by mode of delivery continues to change. The college offers more courses in more convenient formats, including seven, eight, ten, and 13-week mini-sessions; a winter intersession, television courses, online courses; and, now, hybrid courses. Growth in these nontraditional course offerings has been significant. For example, enrollment in distance learning courses (telecourses and online courses) increased from 3,917 credits in Fall 2000 to 5,871credits in Fall 2004, an increase of almost 2,000 credits (50%).

Enrollment by campus also has changed. Credits generated from the Camden City Campus have increased from 11,547 in Fall 2000 to 17,766 in Fall 2004, an increase of over 6,000 credits (54%). The William G. Rohrer Center in

Cherry Hill, which opened in Spring 2000, also has experienced strong growth. In Fall 2000, 3,494 credits were generated. By Fall 2004, this had increased to 5,351, an increase of almost 1,900 credits (53%). Growth at these two campuses has brought about a change in how enrollment is distributed. In Fall 2000, Blackwood accounted for 80% of the total credits generated, followed by Camden (11%), Distance Education (4%), Rohrer (3%), and Off-campus (3%). By Fall 2004, Blackwood generated 76% of total credits; Camden 12% while Rohrer, Off-campus, and Distance Education each generated 4%.

For almost 40 years, Camden County College has been effectively partnering with local area businesses to provide high-quality, customized training for their employees. In FY2004, the college provided training to 24 companies and offered 613 courses to more than 5,000 employees. The college's customized training for business and industry ensures that local and regional employers have access to continuous learning opportunities for their employees. In addition, over 7,000 residents participated in non-credit, open-enrollment courses in areas such as Information Technology, Business & Management, Health Care, and Personal Development.

Student Demographics and Success

Camden County College students are a diverse group with an average age of 27. Sixty-one percent are female and 38% are non-white. Seventy-five percent of our students come from Camden County, a percentage that has remained fairly consistent over the past five years. Since 1991 we have seen a slight shift in the attendance patterns of students, with more attending full-time (49% in Fall 2004 compared to 35% in Fall 1991).

Camden County College students are successful upon transfer, performing as well as or better than students who begin their studies at four-year colleges and universities. Seventy-five percent of our students transfer; 70% are employed in a field related to their study; and 96% report achievement of their educational goals.

***Camden County
College is one of
the most efficient
New Jersey
community colleges.***

Resources - Financial

As a critical community resource, the college serves more than 32,000 county residents annually through credit and non-credit course experiences and a comprehensive mix of cultural programs that include lectures, art exhibits, theatre, and musical performances. The

college relies on a combination of public, student, and private funding to fulfill its mission. Through prudent fiscal stewardship and attention to continuous improvement of services and business practices, Camden County College is one of the most efficient New Jersey community colleges with a cost per student FTE of \$5,073 (FY2003), below the sector average of \$6,376 per student FTE.

It is important that key stakeholders are aware of the value that the college brings to the community. A recent Economic Impact Study looked at the direct and indirect financial return on investment that the college provides the local economy, students, government, and taxpayers. The results of the report illustrated that Camden County College is a sound investment from multiple perspectives. The college enriches the lives of students, reduces the demand for taxpayer-supported social services, contributes to the vitality of both the local and state economies, and brings value to the community.

Technology

Since the college was founded in 1967, the technological advances enabling immediate electronic communications via the Internet have grown from idea to reality. So, too, have grown the advances that make it possible for Camden County College to fulfill its mission in the 21st century. Camden County College was one of the first New Jersey institutions of higher education to establish a presence on the World Wide Web. In the years since then, the college Web site has developed into a comprehensive survey of the people, places, academics, and activities that make the college an important community asset. Comparing favorably to other community colleges of its size in most indicators relating to technology, the college has an installed base of over 2,000 desktop systems, all riding on the technology backbone that connects each office, classroom, and location with each other and the world. Through all of these advances, however, the goal has remained the same: To meet the ever-changing educational needs of those who reside in and around Camden County.

WHAT'S NEXT?

In order to remain an important asset in Camden County and continue to fulfill its mission of offering academically excellent education in response to changing student and societal needs, the college will embrace the following strategic issues:

- Enrich Teaching and Learning in An Era of Globalization
- Expand Access to Higher Education
- Ensure Accountability to the Public
- Enhance the Economic Development & Quality of Life in Camden County
- Rebuild the Blackwood Campus
- Encourage Civic Engagement

VISION

Camden County College enhances the quality of life in Camden County by preparing students to live and work in a global economy. The college further fulfills its responsibility to the citizens of Camden County by creating a skilled and stable local workforce; by encouraging enlightened civic engagement; by providing an avenue of social mobility; and by serving as a destination for cultural and recreational activities. All who study, visit, or work at our three campus locations will find comfortable, safe, and attractive settings that are designed to sustain a vibrant academic community characterized by imaginative teaching, caring student services, energetic management, and collegial discussion of diverse ideas and opinions.

VALUES

Camden County College provides its students with the opportunities and support they need to reach their academic goals. Faculty, administrators, and staff work together to achieve this aim, and we make a commitment to our students and each other to operate according to basic institutional values:

- Respect for individual differences
- Honesty and integrity in all that we do
- Civility and courtesy in all interactions
- Industrious pursuit of excellence in our work

These values define a trusting, cooperative academic community that is open to new ideas and a diversity of opinions, convictions, and methods of inquiry. We strive to resolve disagreements through discussion and make decisions based on sound and ethical judgments. Everyone in this academic community shares the goal of creating and sustaining an environment that supports individual student success.

MISSION

Camden County College, a comprehensive public community college in New Jersey, provides accessible and affordable education including associate degree programs, occupational certificates programs, non-credit courses, and customized job training. The college welcomes all who can benefit and provides the support services students need to transfer for further studies, prepare for a career, and continue their education. The college responds to the changing needs of its community and students and continuously improves its programs and services to support the economic development of Camden County and the personal development of its citizens.

GOALS

To accomplish its mission, Camden County College develops a strategic agenda and continually assesses its progress toward the fulfillment of these goals:

1. Programs and services will enable students to achieve academic success and career competence, to pursue further higher education, and to identify and develop their personal attributes.
2. General education courses will develop students' intellectual skills, knowledge, and habits of mind that enrich their lives and enable them to participate in a democratic society.
3. Developmental courses will enable students to gain skills needed for college-level work.
4. Continuing education courses and programs will provide cultural, social, and recreational activities to enrich the community.
5. Programs and services will recognize diversity and meet the needs of special populations, including academically gifted students and students with disabilities.
6. Partnerships with schools and colleges, public agencies, corporations, foundations, and other entities will enhance educational quality, student opportunities, and economic development.
7. Training programs for business and industry will provide continuous learning opportunities, including academic degrees.
8. The college will serve as a good steward of its financial, physical, and human resources.
9. Programs will provide students with the understanding and skills they need to adapt to changing international conditions and to compete in a global economy.
10. The college will provide a technology-rich environment that supports teaching, learning, and working.

STRATEGIC ISSUE I.

Enrich Teaching and Learning in an Era of Globalization

What academic programs are needed to prepare students to live and succeed in their local communities and in a global society?

What can the college do to maintain the relevance and currency of its courses and curricula in response to emerging technologies, new economic challenges, and increasing trends toward cultural diversity and internationalization?

What applications will the college have for student-learning assessments to improve instruction, develop new programs, and maximize the effectiveness of available information technology?

The economic development of the county and the region ...depends on a workforce equipped with the knowledge and skills needed to adapt to change

What steps can the college take to strengthen its transfer programs and help students realize their goals for studies beyond the associate degree?

What methods can the college use to sustain the knowledge, values, and skills traditionally associated with the arts and sciences in our own academic programs, our high school partnerships, and our community outreach activities?

Camden County College's challenge is to prepare students for careers and further studies in response to continuously changing conditions within our community and the world beyond. The economic development of the county and the region, particularly in the growing fields of bioscience and healthcare, depends on a workforce equipped with the knowledge and skills needed to adapt to change. Our students must be prepared for careers that provide them with avenues for professional growth and the rewards gained through continued learning.

In the years ahead, our students will live in an increasingly diverse society and compete in a rapidly developing global economy. They will be required to understand and use new information technologies, both as tools for learning and as systems that have changed the nature of work. At the same time, our society's need for the traditional academic disciplines remains strong. Skills in reading, writing, math, and logic will be more critical for success in class and on the job,

yet an increasing number of students come to us needing improvement in these skills. An educated citizenry requires the sound foundation in arts and sciences provided by general education courses. Transfer programs will be even more in demand as our students want and need to pursue baccalaureate degrees.

Our academic programs represent the college's response to the challenges in our environment, the aspirations of our students, and our mission as an educational institution. We are called to provide courses and programs that increase student learning and equip them to meet the economic, social, political, and personal conditions they will encounter in the years ahead.

Strategic Initiatives:

1. Improve general education courses through a thorough review of syllabi and teaching methods and introduce "best practices" in course structure, instructional techniques, and technology use.
2. Develop new and adjust current academic programs in light of present and future economic conditions, particularly in emerging technologies related to bioscience and health care.
3. Ensure program quality through a review and evaluation process that will result in the decision to eliminate, maintain, or enhance each academic program at least every five years.
4. Strengthen transfer programs through continuous monitoring of articulation agreements and assessment of student satisfaction and success after transfer.
5. Increase student learning by identifying, documenting, and using assessment measures to make specific, concrete improvements in instruction at the course, program, and institutional levels.
6. Increase student awareness and understanding of the social, political, and economic realities of local diversity and global involvement by reviewing and revising course content and activities in general education and academic programs.
7. Increase retention and ensure student success by integrating effective remediation into our academic programs.

8. Promote information literacy through technology deployment and integration of library activities with course goals.
9. Increase the sense of community in each academic department to enhance the faculty's shared responsibility for the delivery of instruction and leadership of the curriculum.

STRATEGIC ISSUE II.

Expand Access to Higher Education

What can the college do to enhance access to higher education in order to maximize opportunities for students to benefit professionally, intellectually, and personally?

What new and creative linkages will enable the college to expand our urban mission and increase our relationships with business and industry?

What methods can the college use to maximize rapidly changing technology to enhance access to and delivery of education?

What targeted enrollment development can the college implement to increase the breadth and depth of our penetration into our marketplace?

What can the college do to effectively ensure student readiness for academic success?

What actions will allow the college to maintain a student-centered approach in all aspects of our educational enterprise?

What strategies will decrease the time to graduation, increase retention and graduation rates, and increase the transfer rate of two-year college graduates to four-year schools?

Camden County College is a vital resource in the South Jersey and the entire Delaware Valley, serving more than 30,000 students annually through associate degree and certificate programs, non-credit courses, and an array of cultural

programming. These resources have enriched the professional and personal lives of area residents. In this effort, the college provides accessible and affordable education to all who can benefit by delivering an ever-expanding number of programs and support services.

It is axiomatic that education is the key to helping individuals achieve their potential. Yet, despite continuing efforts to expand access to education, barriers remain. These include student readiness, escalating tuition, and limited capacity at baccalaureate institutions.

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The hallmark of community colleges is their commitment to open access for all students. But with this commitment has come the challenge to address the preparedness of students with diverse academic backgrounds. Nationally, almost 33 percent of all first-time community college students are enrolled in at least one remedial course. At Camden County College, that number is approximately 65 percent.

Additionally, although community college tuition is the most affordable option in higher education, the escalating costs of continuing one's education beyond the associate degree has seen steep increases. As the cost of college increases, the buying power of federal financial aid, such as the Pell Grant, has diminished. This can erode access for low-income students because they must assume a greater share of the cost of their education or reconsider their goals. The aging of the American workforce, plus the increasing technological component of most jobs, has made education a priority in the quest for a good paying job. Toward that end, New Jersey's *Long Range Plan for Higher Education* (November 2003) points to the "impending and unparalleled increase in demand for higher education."

An increased demand for higher education, limited capacity, and a shift of financing to the student combined with an increasingly diverse student population entering higher education with a range of academic needs creates a challenge in providing a seamless K-16 education pathway.

Strategic Initiatives:

1. Ensure student readiness and academic success by strengthening cooperative programs with area high schools and in courses at community sites through additional testing and remediation in reading, writing, and math.
2. Increase access to baccalaureate and graduate studies on our campuses through new articulation agreements, expanded partnerships with four-year colleges, and enhanced library collections.
3. Address the capacity issue by creating more college pathways for students, expanding Internet and hybrid course offerings, and strengthening transfer agreements with four-year colleges.
4. Create enrollment development strategies that move the college from a "horizontal" generic market outreach effort to a multi-focused "vertical" niche approach.
5. Expand our outreach efforts through enhanced linkages with urban communities, business, and industry.

STRATEGIC ISSUE III.

Ensure Accountability to the Public

What can the college do to ensure that reporting of data and information is transparent and reliable?

What steps are needed to ensure that the college continues to serve as good stewards of our financial, physical, and human resources?

What must the college do to protect the integrity and security of our digital assets?

What ways can the Foundation, gifts, grants, and our alumni assist with fiscal efficiency and support of the development of new and innovative programs that further the college's mission?

What changes are needed to facilitate increased access to and utilization of data and information to inform decision-making?

The demand for accountability in higher education has a long history in New Jersey. Whether the request is made directly in *The Accountability Report* or implicit in *New Jersey's Long-Range Plan for Higher Education*, we are continuously required to report on how well the college is carrying out our mission. Therefore, accessibility to valid and reliable student and financial data is imperative. One way to ensure accountability is by adopting certain best practices contained in the Sarbanes-Oxley Act.

The Sarbanes-Oxley Act of 2002 was legislated as a result of unprecedented corporate and accounting scandals. Although it now applies only to publicly traded companies, some colleges and universities have adopted various aspects of the Act. While it does not apply to institutions of higher education, the concerns the Act covers are universal. These include dealing with issues such as auditor independence, corporate responsibility, enhanced financial disclosures, accountability, and certification of financial results.

Adoption of the Sarbanes-Oxley Act by higher education is viewed as a "best practice" to improve accountability, transparency, and disclosure. Greater transparency and disclosure benefit all institutions of higher education as they work to respond to the ever-increasing demand by the government and the public for greater accountability.

Strategic Initiatives:

1. Enhance the integrity, readability/clarity, transparency, and reliability of student and financial reporting for both internal and external audiences.
2. Strengthen accountability through internal compliance.
3. Develop strategies to implement the best practices embedded in the Sarbanes-Oxley Act while minimizing the potentially substantial burdens included in the approach for the private sector.
4. Strengthen the development of our external resources (Foundation, alumni, and grants) to ensure financial stability and support programmatic development.
5. Ensure that all college faculty, administration, and staff have seamless and transparent access to the information and systems necessary to facilitate their efforts.

STRATEGIC ISSUE IV.

Enhance the Economic Development and Quality of Life in Camden County

What college-provided educational experiences will promote a competent workforce consisting of residents who care about enhancing the quality of life not only for themselves, but for the county, region, and state as well?

What college activities will promote the economic vitality of the community through partnerships, coalitions, and collaborations?

What can the college do to create and maintain a range of offerings across the full training spectrum from entry-level preparation to high-wage, high-skill professional development?

What must the college do to transform our workforce development activities to meet the demands of employers operating in a global economy?

What must the college do to become the preferred destination for County residents regarding their educational, cultural, and recreational needs?

The college contributes to the economic development of Camden County, South Jersey, and the Delaware Valley, primarily through preparation of the local workforce. To this end, the college tailors programs to meet actual workforce needs. This includes academic degree programs as well as short-term training courses and certificates, customized training for business and industry, and professional development.

We offer a gateway to the middle class for low-income adults at the same time that we provide working professionals with cutting-edge knowledge and skills.

But because the current pace of social and commercial exchange is so rapid both locally and globally; no college can rest on its record when it comes to training the workforce.

We are challenged now to sustain our effort in workforce development, to constantly evaluate the effectiveness of our training, and to strengthen our ability to respond quickly to new and emerging needs. To advance beyond our current effort, we are challenged to create and maintain a range of offerings across the full training spectrum from

entry-level preparation to high-wage, high-skill professional development. We need to offer a gateway to the middle class for low-income adults at the same time that we provide working professionals with cutting-edge knowledge and skills.

By promoting access to and success in postsecondary workforce development, we contribute to the economic and social well being of the residents of Camden County. Economic development is addressed by the presence and the promise of a skilled and stable workforce for business and industry. Quality of life for all who live and work in the county is addressed through the increased tax base that education and work bring with them.

Strategic Initiatives:

1. Improve and expand linkages with educational partners, business and industry, and community agencies for mutual benefit encouraging community /business partnerships in the learning process.
2. Continue to expand certification and short-term training programs that meet learner needs and market demands.
3. Create flexible and responsive training activities that provide opportunities to address the workforce challenges facing our region and equip students with the skills to compete in a global economy.
4. Develop programs that offer a gateway to the middle class for low-income adults while providing working professionals with cutting-edge knowledge and skills.
5. Develop the college's cultural attributes by expanding theatrical and musical performances through partnerships with County and community arts organizations.
6. Expand offerings of public lectures and programs by utilizing the new Camden City campus conference center.
7. Develop athletic and recreational opportunities for students and county residents through expanded facilities at the Blackwood campus with partnerships to develop a Sports Academy and an Aquatic Center.

STRATEGIC ISSUE V.

Rebuild the Blackwood Campus

What must the college do to produce a learning environment that inspires creativity, engages the college community, and fosters academic success?

What actions must the college take to ensure that the campus is attractive, vibrant, and relevant to the educational, recreational, and social needs of students, staff, and the community?

What will allow the college to create environments that engage students in the learning process through facilities design?

How does the college construct an environment that is proactive and expands opportunities and experiences for all members of our community?

What steps must the college take to realign the current Master Plan to incorporate the acceleration of activities resulting from the Blackwood campus capital rebuilding initiative?

In early 1967, Camden County College purchased what had been the Mother of the Savior Seminary as well as the 320-acre tract of land surrounding it. By September 25 of that year, the first class of Camden County College students was taking courses on what had become the Blackwood Campus. These early enrollees had access to classroom and laboratory space as well as a dining hall, a gymnasium, and an auditorium. The original buildings containing these facilities are now known as Jefferson Hall, Lincoln Hall, Roosevelt Hall, Washington Hall, and the Wilson Complex. In the years since its opening, the Blackwood Campus has grown to comprise 26 buildings. These structures have enabled the college to offer over 140 degree and certificate programs in a traditional collegiate setting to more than 236,000 credit students while also enriching the professional and personal lives of thousands of additional area residents.

To create a strategy for future renewal, replacement, and development of college facilities, in October 2000 the college's Board of Trustees approved the appointment of Ellerbe Beckett Architects to facilitate a yearlong campus master planning process with the primary objective of helping the college support its mission with appropriate physical resources. The Master Plan "roadmap"

was completed in August 2001. It was developed to shape a vision of how the college's facilities should look by 2020 to meet current and future student and community needs.

Nearly 40 years after the college was founded, the Blackwood Campus is poised to undergo a dramatic transformation. In May 2005, the Camden County Freeholders announced a historic campus-rebuilding plan. The six-year, \$83 million capital initiative is the most significant project undertaken by Camden County College since the institution was founded, affecting more than half of the facilities and structural amenities on the Blackwood Campus. Based on the Master Plan, the new facilities will include a science building that will house modern, technologically enhanced laboratories to support the regions booming science and healthcare industries. Also added will be a "connector building" that will join the busiest campus classroom building (also undergoing extensive renovations) with the newly remodeled community center and contain technology-rich spaces such as a lecture hall with instant polling capabilities, an interactive arena classroom, and an atrium for public forums. Another addition will be a student services building that will consolidate various support offerings into a single convenient location. All of this will be done with a focus on energy sustainability as a building criterion. In addition to new and renovated buildings, there will be upgraded athletic fields for track, softball, baseball and soccer as well as nearly 10 percent more parking and safer vehicle-travel routes with a campus encircling "ring road." Outdated buildings that will be systematically demolished include Roosevelt Hall and the Wilson Complex, both built in the 1950s, and Washington Hall, the Camden County College Optical Clinic, and Adams Hall, all built in the 1960s.

Although this initiative focuses on structural amenities, it is about more than buildings. Buildings are simply the venues through which students — the people of Camden County and beyond — acquire the education and training needed to advance in life and become competitive in the job market.

Strategic Initiatives:

1. Design and construct new spaces for teaching and learning that are technology-rich and flexible for the needs of current and future students.
2. Create outdoor and indoor spaces for the college community to connect academically and socially and engage with each other in both formal and informal settings.
3. Appropriately balance initial capital costs with later maintenance costs in the design, construction, and renovation of buildings, roads, and other amenities.
4. Continuously refine and update the facilities Master Plan for all three campuses as a framework to guide the college's future renovation and development.
5. Consistent with the Master Plan, develop the campus' athletic and recreational programs to fiscally support new and expanded athletic facilities that are not part of the Blackwood campus capital initiative.

STRATEGIC ISSUE VI.

Encourage Civic Engagement

What does the college need to do to prepare students to be effective leaders and citizens who understand and accept individual civic responsibility?

What educational experiences must the college provide to help students and community members become active, informed, committed, and constructive participants in the public life of their communities?

What are the areas of learning that need to be developed to provide opportunities for individuals to gain the leadership skills and workplace knowledge required for active civic engagement?

Local communities are facing unprecedented challenges and concerns about limited resources, air, and water quality, health care and technology access, housing and transportation options, safety and security needs, commerce and economic development matters, student learning outcomes, and infrastructure issues.

As towns and cities set priorities to address these challenges and administer scarce tax revenues, skilled leadership and informed citizen participation are needed to ensure results beneficial to the common good.

Just as challenges facing local communities are escalating in number and complexity, so too is a growing trend of disengagement from civic life. Declines in voter turnout, increased feelings of indifference to political participation, cynicism, and a distrust of the political process are becoming increasingly more evident especially among younger Americans.

...the college is uniquely positioned to provide grassroots leadership education and build local capacity for community growth by developing civic responsibility among students and community residents.

To respond to this contemporary crisis that so affects local government, the college is uniquely positioned to provide grassroots leadership education and build local capacity for community growth by developing civic responsibility among students and community residents.

Strategic Initiatives:

1. Develop an academic Center for Civic Leadership and Responsibility for the purpose of providing leadership education and developing civic responsibility among students and the community.
2. Develop a Labor Studies Institute that will provide training in leadership skills and various topics such as government policies, and labor law.
3. Expand Teacher Training Institutes.
4. Create other relevant institutes in areas of public policies and practice by offering credit and noncredit courses, seminars, and workshops.



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