



Rowan College
at
BURLINGTON COUNTY

SELF-STUDY DESIGN

**Submitted to the
Middle States Commission on Higher Education
3624 Market Street
Philadelphia, PA 19104**

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INSTITUTIONAL OVERVIEW

Description of the College

Rowan College at Burlington County (RCBC) is a public community college that offers a comprehensive array of associate degree and industry-relevant certificate programs. It was founded by citizens who believed that learning is a lifelong activity and that every person should have the opportunity to pursue education from which he/she can benefit. The college opened its doors on September 2, 1969 as Burlington County College in temporary facilities at Lenape High School in Medford, NJ, with 728 full-time and 323 part-time students. In 1971, the college moved to new buildings on its first campus in Pemberton, NJ and a year later, in June of 1972, the Middle States Commission of Higher Education accredited RCBC.

To accommodate the growth and demands of the workforce and opportunities for students choosing to begin their academic journey at the associate degree or certificate level, the college has continually expanded its program offerings and added additional locations throughout Burlington County. RCBC opened the doors on its Mount Laurel campus in 2006 and now also offers classes on the Willingboro Campus; the Mount Holly campus, which includes the Culinary Arts Center; and Joint Base McGuire-Dix-Lakehurst (MDL). Online education has also expanded and Rowan College at Burlington County now offers 12 degrees that are fully attainable online. The average age of the student body is 25 years and many classes benefit from a healthy exchange of ideas between students ranging from recent high school graduates to senior adults.

Each year, new programs are added to the college's offerings to expand the selection of majors available to students and changes are made to existing programs to keep them relevant. During Academic Year 2016-2017, RCBC conducted its first Program Viability Study. All Associate of Arts (AA), Associate of Fine Arts (AFA), Associate of Science (AS), and Associate of Applied Science (AAS) degree programs were reviewed. Regarding outcomes, 48 programs were deemed viable, 11 were placed on review, and 13 were determined to be nonviable with a decision to discontinue. In addition to its credit offerings, the college offers an array of non-credit classes, customized training, professional certifications, and personal enrichment courses through the RCBC Workforce Development Institute.

In keeping pace with the ever-changing technology, Rowan College at Burlington County maintains more than 1,100 computer lab stations; supports an expanded presence of "smart" rooms, teleconference rooms, and online education; and provides free WiFi access. The RCBC library maintains extensive online holdings in addition to the physical collection and partners with the Burlington County Library System.

As part of its 2020 Strategic Plan, the college created a goal to "develop and nurture significant partnerships for cost-effective academic and employment pathways." To achieve this goal, the college entered into a historic partnership with Rowan University in 2015 that created a seamless path to affordable bachelor's degrees through the 3+1 program and Burlington County College

was renamed Rowan College at Burlington County. In addition, all RCBC students are conditionally accepted to Rowan University upon completion of their associate degree. In 2016, RCBC collaborated with Virtua Health, a leading provider of healthcare in southern New Jersey, to introduce new paramedic science degree and certificate programs designed to meet the growing need for first responders. Rowan College at Burlington County and Virtua Health partner in a number of additional ways including: (a) clinical opportunities for RCBC Health Sciences students; (b) close collaboration on curriculum and program development; (c) RCBC tuition benefits for Virtua associates; (d) Virtua Health and Wellness Center benefits for RCBC associates; and (e) community events that promote health, wellness, and education.

Mission of the College

The mission of Rowan College at Burlington County is to transform lives by delivering innovative, high-quality and affordable educational experiences in an accessible and diverse environment.

Institutional Goals

In creating its 2020 Strategic Plan, Rowan College at Burlington County embraced a model that reimagines what a modern community college should be in the 21st century. This model is built on four pillars: access, affordability, quality and effectiveness, and student success. Institutional goals are categorized according to the applicable pillar.

ACCESS

- Increase awareness and expand upon the high-quality academic and enrichment opportunities available and accessible to diverse populations.
- Provide high school students with skills evaluations and access to opportunities to prepare for college-level work.
- Provide effective student support services and resources to enable learners and increase access.
- Strengthen and grow distance education in order to provide more convenient access to academic programs.

AFFORDABILITY

- Align expenditures with revenues or identified cost savings.
- Develop and nurture significant partnerships for cost-effective academic and employment pathways.

QUALITY AND EFFECTIVENESS

- Measure quality and effectiveness in educational design and delivery.
- Standardize information used to gauge perceptions and objectively measure institutional quality and effectiveness.

- Provide meaningful educational opportunities, including professional development and continuous improvement.

STUDENT SUCCESS

- Strengthen the meaningful pathways that best serve students’ academic, career and personal goals.
- Strengthen student persistence and retention and achieve increased graduation rates.
- Facilitate an environment supportive of curricular and co-curricular student needs.

Institutional Student Learning Goals

Rowan College at Burlington County is committed to providing educational opportunities shaped by the traditions of higher education and the demands of the contemporary world. The college’s institutional student learning goals, which are mandated by the state of New Jersey, officially called General Education Learning Outcomes, and embedded in state-approved general education courses, provide a foundation in the knowledge and skills needed to develop a life of personal fulfillment and contribution to society.

General Education Category	NJCCC Learning Goal	RCBC Student Learning Goals
Written & Oral Communications: Communications	Students will communicate effectively in both speech and writing.	<ol style="list-style-type: none"> 1. Students will logically and persuasively support their points of view or findings. 2. Students will communicate meaningfully with a chosen audience while demonstrating critical thought. 3. Students will conduct investigative research, which demonstrates academic integrity, originality, depth of thought, and mastery of an approved style of documentation.
Quantitative Knowledge & Skills: Mathematics	Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.	<ol style="list-style-type: none"> 1. Students will analyze data to solve problems utilizing appropriate mathematical concepts. 2. Students will translate quantifiable problems into mathematical terms. 3. Students will logically solve problems using appropriate mathematical techniques.
Scientific Knowledge & Reasoning: Science	Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.	<ol style="list-style-type: none"> 1. Students will understand and employ the scientific method of inquiry to draw conclusions based on verifiable evidence. 2. Students will explain the impact of scientific theories, discoveries, or technological changes on society.

		3. Students will demonstrate critical thinking skills in the analysis of scientific data.
Society & Human Behavior: Social Science	Students will use social science theories and concepts to analyze human behavior and social political institutions and to act as responsible citizens.	1. Students will demonstrate a general knowledge of political, social, and economic concepts and their effects on society.
Technological Competency or Information Literacy: Technology	Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.	<ol style="list-style-type: none"> 1. Students will demonstrate competency in office productivity tools appropriate to continuing their education. 2. Students will use critical thinking skills for computer-based access, analysis, and presentation of information. 3. Students will exhibit competency in library online database tools appropriate to accessing information in reference publications, periodicals, and bibliographies. 4. Students will demonstrate the skills required to find, evaluate, and apply information to solve a problem.
Humanistic Perspective: Humanities - Art	Students will analyze works in the fields of art, music or theater; literature; and philosophy and /or religious studies; and will gain competence in the use of a foreign language.	<ol style="list-style-type: none"> 1. Students will demonstrate an understanding of a variety of renderings. 2. Students will identify the movement and period, and their effect on culture.
Humanistic Perspective: Humanities – Foreign Languages	Students will analyze works in the fields of art, music or theater; literature; and philosophy and /or religious studies; and will gain competence in the use of a foreign language.	<ol style="list-style-type: none"> 1. Students will demonstrate listening, speaking, reading, and writing skills of the target language consistent with ACTFL (American council on the Teaching of Foreign Languages) proficiency standards for the level being studied. 2. Students will demonstrate cultural norms necessary to communicate effectively in the target language.
Humanistic	Students will analyze	1. Students will recognize and assess the

Perspective: Humanities - Literature	works in the fields of art, music or theater; literature; and philosophy and /or religious studies; and will gain competence in the use of a foreign language.	contributions of peoples from various nations and cultures. 2. Students will analyze the changing significance of social constructions of religion, race, class, and/or gender in cultural artifacts (music, art, literature) throughout time.
Humanistic Perspective: Humanities - Philosophy	Students will analyze works in the fields of art, music or theater; literature; and philosophy and /or religious studies; and will gain competence in the use of a foreign language.	1. Students will demonstrate an understanding of fundamental philosophical questions and the contributions of major philosophers to resolve them.
Humanistic Perspective: Humanities - Theatre & Music	Students will analyze works in the fields of art, music or theater; literature; and philosophy and /or religious studies; and will gain competence in the use of a foreign language.	1. Students will articulate and analyze works of the performing arts and their effect on historical or cultural perspective, as well as the values of the society.
Historical Perspective: History	Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.	1. Students will demonstrate the knowledge of the nature, origins, central events, and significant institutions of major civilizations.
Global & Cultural Awareness: Diversity	Students will understand the importance of a global perspective and culturally diverse people.	1. Students will compare and contrast cultural norms from diverse populations. 2. Students will explain how communication and culture are interrelated. 3. Students will examine how multicultural societies and peoples help engender a richer understanding of diverse life experiences.
Ethical Reasoning &	Students will understand	1. Students will analyze and evaluate the

Action	ethical issues and situations.	strengths and weaknesses of the different perspectives on an ethical issue or situation. 2. Students will take a position on an ethical issue or situation and defend it.
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CURRENT STATUS OF THE COLLEGE

Student Enrollment

A three-year review of student enrollment data at Rowan College at Burlington County revealed a downward trend, which was common throughout the community college sector. This trend at RCBC reversed in Spring 2017 with a 2.8% increase when compared with Spring 2016 enrollment.

ENROLLMENT	FA 2014	SP 2015	FA 2015	SP 2016	FA 2016	SP 2017
Full-Time	4827	4036	4289	3687	4178	3693
Part-Time	4611	4684	4437	4398	4408	4626
TOTAL	9438	8720	8726	8085	8586	8319

The three-year data also shows a change in full-time versus part-time status. In Fall 2014, 51% of the students were enrolled full-time and 49% were part-time. In Spring 2017, the ratio was 44% full-time and 56% part-time.

Top 10 Programs by Enrollment

PROGRAM	ENROLLMENT
Business Administration, AS	743
Liberal Arts and Sciences, AS	598
Liberal Arts, AA	465
Criminal Justice, AS	450
Psychology, AA	407
Biology, AS	299
Education, AA	287
Engineering, AS	270
Computer Science, AS	264
Accounting, AS	222

During Academic Year 2016-2017, Rowan College at Burlington County conducted its first ever Program Viability Study. All Associate of Arts (AA), Associate of Science (AS), and Associate of Applied Arts (AAS) degree programs were audited. Quantitative and qualitative data collected and analyzed included enrollment statistics, graduation rates, fall-to-fall retention rates, number of courses offered, whether courses were part of the general education course requirements,

employment trends, median annual wages, labor costs, and recommendations made by external program reviewers as part of the college's student learning assessment activities. Programs were deemed viable, placed on review for a fixed period with an outcome-based improvement plan, or determined to be nonviable with a decision to discontinue the program. At the conclusion of the AY 2016-2017 Program Viability Study, 48 programs were deemed viable, 11 were put on review for AY 2017-2018, and 13 were recommended for discontinuation.

Physical Locations

Mount Laurel Campus (Main)

The 112-acre Mount Laurel Campus opened in 1995 and quickly became the most popular due to its convenient location on Route 38, close to I-295, and access to the thriving business community in Mount Laurel and the region. Laurel Hall, Votta Hall, Evans Hall, Technology and Engineering Center (TEC), and Science Building contain lecture rooms, science and computer labs, administrative office space, and meeting rooms. The new Student Success Center and a state-of-the-art Health Sciences Building along with the new campus quad create a unique campus experience for RCBC students. Investments to the Mount Laurel campus allowed the college to transition out of Pemberton and better serve students from one main campus.

Mount Holly Campus

Rowan College at Burlington County's Mount Holly campus, located at High and Mill Streets in the heart of the county seat, is nestled among excellent restaurants, quaint shops, and other businesses. This 20,000 square foot newly renovated facility utilizes wireless internet technology throughout and offers credit, personal and professional development, and community enrichment courses. As part of the college's transformation, the college's art programs will join culinary arts on the Mount Holly campus to blend with the cultural hub that the township is creating. RCBC's facilities include a student art gallery and a student-run restaurant, Vaulted Cuisine, which is open to the public.

Willingboro Campus

RCBC has had a full-time presence in Willingboro since 1974, when it began offering a variety of credit and personal and professional development programs from a more accessible location for residents of towns along the Route 130 corridor. RCBC's current Willingboro location is the Willingboro Town Center (formerly Willingboro Plaza) on U.S. Route 130. The Willingboro campus features classrooms, computer labs, a student lounge, college offices, and student services. This campus is home to the college's new Classroom-to-Career (C2C) initiative.

Joint Base McGuire-Dix-Lakehurst (MDL) Campus

Rowan College at Burlington County's Joint Base MDL Campus serves the needs of military and civilian learners who are seeking to achieve a promotion in their current career or credentials needed to embark on a new career. Located in the northern part of Burlington County, this campus is an easy drive from Pemberton, Browns Mills, Lakehurst, New Egypt, Hamilton and Jackson Townships, Wrightstown, and Cookstown. Anyone taking classes on the Joint Base MDL campus pays RCBC's in-county tuition, which is the lowest in the state.

Middle States Commission on Higher Education Actions

On November 20, 2014, the Middle States Commission on Higher Education reaffirmed Rowan College at Burlington County's accreditation; commended the college for the quality of its Periodic Review Report and process; and requested a progress report, due October 1, 2016, that assessed the level and efficient utilization of institutional resources (Standard 3).

On November 17, 2016, the Middle States Commission on Higher Education accepted Rowan College at Burlington County's Follow-Up Report.

NEW INITIATIVES

3+1 Programs

In partnership with Rowan University, the 3+1 program provides Rowan College at Burlington County students with an affordable path to a bachelor's degree. Students who enroll in the 3+1 program complete their freshman and sophomore year courses at RCBC earning an Associate degree. They continue at RCBC taking junior year courses at the community college cost and then, in their senior year, enroll in courses with Rowan University at Rowan University's cost. RCBC students can take their senior year courses at the Rowan University campus, at the RCBC Mount Laurel campus, or online. Students choosing to take their senior courses online or on the RCBC Mount Laurel campus receive a 15% discount on Rowan University's tuition.

The 3+1 program currently includes the following Bachelor degree programs:

- BA in Computing and Informatics
- BS and BA in Biology
- BA in Law and Justice Studies
- BA in Liberal Studies (Concentration in Philosophy and Law and Justice Studies)
- BS in Nursing (RN – BSN only)
- BA in Psychology

Meta-Majors and Guided Pathways

Rowan College at Burlington County uses meta-majors to group together degree and certificate programs that share commonalities including subject matter, courses, and/or career opportunities. For students, the benefit of using meta-majors is that rather than exploring each individual major offered at the college, students can think about broader areas where they have an interest. In addition, students can readily identify similar or related programs should they choose to change their major.

The college has assigned all Associate of Arts (AA) degree programs, Associate of Fine Arts (AFA) degree programs, Associate of Science (AS) degree programs, Associate of Applied Science (AAS) degree programs, Academic Certificates (CRT), and Career Certificates (SPC), to

one of the following meta-majors: Art and Design, Business, Communications and Humanities, Education, Engineering and Technology, Health Sciences, Information Technology, Law and Public Service, Science and Mathematics, and Social and Behavioral Science. Due to their generalized nature, Liberal Arts, Liberal Arts and Sciences, and Technical Studies were not assigned to a meta-major.

RCBC has embraced guided pathways as a means to provide students with a structured, educationally sound pathway to progress from their first class to graduation and support services that will enable students to achieve their goals. The college's developmental education program was reimagined and revamped as part of this initiative.

Workforce Development Institute

The Workforce Development Institute officially opened in July 2015 bringing all the county and college workforce development resources together to better serve job seekers and employers in the region. As a model of shared services, it works closely with leading employers to align its personal and professional development certificate programs and courses with the skills employers and employees need today and in the future. It provides easy access to demand-driven and comprehensive employment, education, training, and economic development services.

WDI has three divisions: Business Engagement, Lifelong Learning, and Workforce Development. Within these divisions, areas of emphasis include business outreach, customized training for business partners, personal and professional development programs, grants, adult basic education, and career and placement services.

A new initiative, the RCBC Classroom-to-Career (C2C) program, allows students to quickly learn the skills needed to succeed in a job. The program, offered at the college's Willingboro Campus, provides academic courses, career readiness workshops that address techniques needed to be successful in the workplace, and seminars led by successful business leaders who share their experience and expertise with students. Upon successful completion, participants will be connected to leading employers in the area who are hiring.

RCBC/Virtua Health Partnership

The Rowan College at Burlington County/Virtua Health partnership began in Fall 2016 with the introduction of a new paramedic science degree and certificate program designed to meet the growing need for first responders. In Spring 2017, all 26 students who took the state's certification test passed, which is a very impressive outcome. RCBC and Virtua partner in a number of additional ways including: (a) clinical opportunities for RCBC Health Sciences students; (b) close collaboration on curriculum and program development; (c) RCBC tuition benefits for Virtua associates; (d) Virtua Health and Wellness Center benefits for RCBC associates; and (e) community events that promote health, wellness, and education.

This partnership is one of the key initiatives that resulted in RCBC’s enrollment increase in Spring 2017, which included a 14 percent increase in Health Sciences enrollment. In Fall 2017, the college will begin offering a new Associate of Science degree in Exercise Health and Wellness Promotion that will provide students with a seamless transfer to Rowan University and access to the growing field of personal fitness.

ORGANIZATIONAL STRUCTURE

Leadership of the College

POSITION	NAME
President	Paul Drayton
Senior Vice President and Provost	David Spang
Associate Provost	Anita Rudman
Dean, Distance Education and Integrated Learning Resources	Martin Hoffman
Dean, Health Sciences	Karen Montalto
Dean, Liberal Arts	Donna Vandergrift
Dean, Science, Technology, Engineering and Mathematics	Edem Tetteh
Vice President, Enrollment Management and Student Success	Michael Cioce
Dean, Enrollment Management	Karen Archambault
Dean, Student Success	Cathy Briggs
Vice President, Workforce Development and Lifelong Learning	Anna Payanzo Cotton
Dean, Lifelong Learning	June Sernak
Executive Director, Business Engagement	Linda Bobo
Executive Director, Workforce Development Board	Kelly West
Executive Director, Financial Services	Jaclyn Angermeier
Executive Director, Human Resources and Administrative Services	Vacant
Chief Information Officer	Mark Meara
Chief Operations Officer	Matt Farr
Executive Director, Strategic Marketing and Communications	Greg Volpe
Executive Director, RCBC Foundation	Anika Ragins-Riley

Board of Trustees

POSITION	NAME	TERM EXPIRES
Board Chair	George Nyikita	November 2017
Board Vice Chair	Christopher Brown	November 2019
Board Treasurer	Vacant	
	Kevin Brown	November 2018
	Primitivo J. Cruz	November 2018
	Daniel Gee	November 2017
Gubernatorial Reappointment	Brian E. Kamp	November 2019
	Renee Liciaga	November 2020
	Jamie Martin	November 2020
Executive County Superintendent	Daryl Minus-Vincent	Indefinite
	Mickey Quinn	November 2019
	Jason Tosches	November 2020
Alumni Trustee	Cassadie Hynd	July 2018
College President, Board Secretary	Paul Drayton	
Board Solicitor, Capehart & Scatchard	William Burns	

PREPARATORY STEPS FOR SELF-STUDY

The self-study provides Rowan College at Burlington County with an opportunity to reflect upon the impact of changes that have been made, explore the effects of engaging in a cycle of continuous improvement, and formulate expectations for the future. The process will foster open communication and broad participation within the college community, demonstrate compliance with the Middle States Standards for Accreditation and Requirements for Affiliation and Verification of Compliance with Accreditation-Relevant Federal Regulations, and provide consensus about moving the college forward for the continued fulfillment of its mission and goals.

RCBC will use a comprehensive model to engage in self-study by exploring all seven Standards for Accreditation in depth. Each standard will be addressed in an individual chapter within the final document. This comprehensive model provides an opportunity for the college to examine itself holistically, recognize current successes and challenges, identify future needs, and assess progress related to institutional priorities regarding access, affordability, quality and effectiveness, and student success.

The initial step toward self-study begins with the preparation of this Self-Study Design and the appointment of a Steering Committee and Work Group members who will address the standards and verify compliance. The college will enter into self-study after approval of this Self-Study Design by Dr. Idna Corbett, Vice President, Middle States Commission on Higher Education, and the subsequent introduction of the self-study process to the college community. A proposed timeline for completion of the Self-Study is included under Self-Study Timeline.

INTENDED OUTCOMES OF SELF-STUDY

The intended outcomes of Rowan College at Burlington County's self-study are:

- To reaffirm accreditation by the Middle States Commission on Higher Education.
- To construct a concise and purposeful self-study document, which serves as a valuable resource for institutional planning, change, and growth related to institutional goals and priorities.
- To engage the college community in a collaborative and collegial process of critical assessment of strengths and areas for improvement.
- To thoroughly examine the effectiveness of the college's student learning and institutional effectiveness assessment, academic program and non-academic unit reviews, and cycle of continuous improvement.
- To strengthen the college's ability to adapt to change with particular attention to fiscal resources and budgetary challenges and to demonstrate sound fiscal management.

SELF-STUDY STEERING COMMITTEE AND WORK GROUPS

To ensure that the self-study process is inclusive and representative of the shared governance at Rowan College at Burlington County, the Steering Committee and each of the Work Groups will be comprised of administrators, staff, and faculty. Students will be included in Work Groups for Standards III, IV, and VII. Members of the Steering Committee are listed below.

STEERING COMMITTEE MEMBER	RCBC POSITION	SELF-STUDY ROLE
Dr. David Spang	Senior Vice President/Provost	Senior Leader for Standards III, V, VI and Compliance Verification
Michael Cioce	Vice President, Enrollment Management and Student Success	Senior Leader for Standards II, IV, and VII
Anna Payanzo Cotton	Vice President, Workforce Development and Lifelong Learning	Senior Leader for Standards I and III
Matthew Farr	Chief Operations Officer	Senior Leader for Standard VI
Mark Meara	Chief Information Officer	Senior Leader for Technology
Dr. Anita Rudman	Associate Provost	Self-Study Co-Chair
Kidane Yohannes	Instructor and Faculty Excellence Coordinator	Self-Study Co-Chair
Anika Ragins-Riley	Executive Director, RCBC Foundation	Co-Chair for Standard I
Gregory Volpe	Executive Director, Strategic Marketing and	Co-Chair for Standard I

	Communications	
Walter Huttner	Instructor, Communication Arts	Co-Chair for Standard I
Dr. Karen Montalto	Dean, Health Sciences	Co-Chair for Standard II
Dr. Jonathan Alexander	Associate Professor, Liberal Arts	Co-Chair for Standard II
Linda Bobo	Executive Director, Business Engagement	Co-Chair for Standard III
Donna Vandergrift	Dean, Liberal Arts	Co-Chair for Standard III
June Sernak	Dean, Lifelong Learning	Co-Chair for Standard III
Susan Scully	Director, Health Information Management	Co-Chair for Standard III
Dr. Karen Archambault	Dean, Enrollment Management	Co-Chair for Standard IV
Tiffany Ruocco	Assistant Professor, Computer Graphics	Co-Chair for Standard IV
Dr. Edem Tetteh	Dean, Science, Technology, Engineering, and Mathematics (STEM)	Co-Chair for Standard V
Dr. Erica Baldt	Assistant Professor, Communication Arts	Co-Chair for Standard V
Marc Krassan	Chief Financial Officer, Burlington County	Co-Chair for Standard VI
Jaelyn Angermeier	Executive Director, Financial Services	Co-Chair for Standard VI
TBA	Executive Director, Human Resources and Administrative Services	Co-Chair for Standard VI
William Whitfield	Assistant Professor, STEM	Co-Chair for Standard VI
Dr. Catherine Briggs	Dean, Student Success	Co-Chair for Standard VII
James Judge	Instructor, Liberal Arts	Co-Chair for Standard VII
Dr. Martin Hoffman	Dean, Distance Education and Integrated Learning Resources	Co-Chair for Verification of Compliance
Jeffrey Bailey	Assistant Professor, Visual Arts	Co-Chair for Verification of Compliance
Charles O’Gorman	Instructor, Business	Co-Chair for Verification of Compliance
Kathryn Strang	Director of Compliance, Assessment and Research	Assessment
LaShawn Bane	Manager of Institutional Research	Institutional Research
Alaina Walton	Compliance and Research Specialist	Documentation Roadmap
Daniel Richards	SGA President	Student Representative
Cassadie Hynd	Alumni Member of the Board	Alumni Representative

CHARGES TO THE WORK GROUPS INCLUDING EDITORIAL STYLE AND FORMAT

Each Work Group is tasked with researching, collecting, reviewing, discussing, summarizing, and analyzing all relevant institutional documentation, policies, and procedures related to their assigned standard. The report created by each Work Group will contain information relevant to the assigned standard including strengths and weaknesses, recommendations for improvement, and indication of how the relevant data and analysis demonstrate adherence to the assigned Middle States Standard. Evidence gathered to support the report must be included in the self-study’s Documentation Roadmap and linked to the report. In addition, the Work Group will determine which institutional goals relate to their assigned standard and discuss how the evidence collected validates the college’s efforts to achieve said goals.

Work Group reports for each of the seven standards will be formatted as follows:

- Software: MS Office Word
- Font: Times New Roman, 12 pt. Refrain from using boldface, underlining, etc. Italics may be used for book or software titles.
 - Section Titles: 16 pt. ALL CAPS
 - Subsection Titles: 14 pt. ALL CAPS
 - Keep titles left justified, rather than centered
- Spacing: Double. Set the Before/After Paragraph spacing to 0 pt.
- Margins: one inch, left justified, right ragged
- Headers: Standard and page number only in upper right margins. Use Insert>Page Number>Top of Page>Plain Number 3 and type the Standard to the left of the page number along with two spaces for separation (e.g. Standard 4 2).
- Paragraphs: Use business/web style flush with left margin and one extra full return between paragraphs. As a general rule, try to keep paragraphs under 150 words. Avoid bulleting or keep it to a minimum.
- Graphs and Charts: Inserted figures should have a title in 12 pt. font. The title should be preceded by a decimalized number (e.g. 2.1).

SELF-STUDY TIMELINE

	Year 1 (2016-2017)	Year 2 (2017-2018)	Year 3 (2018-2019)
Fall	1. College representatives attend MSCHE Self-Study Institute	1. MSCHE liaison visits the college to conduct Self-Study preparation visit	1. First draft of the Self-Study is returned to the Work Groups with comments and

		<p>2. Steering Committee makes revisions, if needed, to the Self-Study Design</p> <p>3. Once the Self-Study Design is approved by MSCHE liaison, the college will enter into self-study</p> <p>4. Steering Committee members meet with their Work Groups, including Verification of Compliance, to discuss research questions, and begin collection and analysis of data.</p> <p>5. Status updates will be provided at Steering Committee meetings</p> <p>6. All relevant evidence collected by the Work Groups will be stored electronically in RIMS for the documentation roadmap</p>	<p>feedback so that revisions can be made</p> <p>2. Revised second draft of the Self-Study Report is sent to the Evaluation Team Chair in preparation for his/her visit to campus</p> <p>3. Team Chair makes preliminary visit with recommendations to the Steering Committee regarding the Self-Study Report</p> <p>4. Self-Study Chairs prepare final version of the Self-Study Report</p> <p>5. Completed Verification of Compliance Report is forwarded to MSCHE</p>
	Year 1 (2016-2017)	Year 2 (2017-2018)	Year 3 (2018-2019)
Spring/Summer	<p>1. College schedules Self-Study preparation visit with MSCHE liaison</p> <p>2. President and</p>	<p>1. Work Groups continue to meet, gather and analyze information, and prepare a first draft of the chapter for their</p>	<p>1. Final Self-Study Report is disseminated to the college community, visiting team members, and the</p>

	<p>Provost appoint Self-Study Chairs, Steering Committee, and Work Group members</p> <p>3. College representatives who participated in the MSCHE Self-Study Institute write the Self-Study Design including charges to the Work Groups and research questions related to each Standard</p> <p>3. Draft of the Self-Study Design is provided to the Steering Committee members for their review and feedback and to the college's MSCHE liaison in preparation for his September 2017 visit</p>	<p>assigned standard</p> <p>2. Self-Study Chairs assemble chapters into the first full draft of the Self-Study Report, which is shared with the campus community including governing board, for comments and feedback.</p> <p>3. MSCHE selects Evaluation Team and Team Chair</p> <p>4. RCBC coordinates the Team Chair's preliminary visit in Fall 2018 and the Team Visit in Spring 2019</p>	<p>college's MSCHE Liaison</p> <p>2. RCBC makes final preparations for Team Visit</p> <p>3. Team conducts visit and writes Team Report</p> <p>4. RCBC prepares Institutional Response to the team's report</p> <p>5. MSCHE Committee on Evaluation Reports meets and makes recommendations to the commission</p> <p>6. RCBC is notified of MSCHE decision and action</p>
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COMMUNICATION PLAN AND TIMELINE

Self-study is a unique opportunity for the entire college community, including both internal and external stakeholders, to gather and tell the college's story. The many voices of the college community are essential to making the story reflective of all that makes us RCBC. Recognizing the importance of communicating RCBC's Self-Study efforts, new Middle States Self-Study web pages, About RCBC>Middle States Self-Study, were added to the college's internet and intranet sites. In addition, a button is provided for constituents to ask questions or forward comments.

Year 2 (2017-2018)	Year 3 (2018-2019)
1. RCBC will establish a Middle States Self-Study page on the college's	1. The first draft of the Self-Study will be shared with the college community

<p>website. The web page will initially offer a description of the purpose and importance of self-study and speak to the role that the entire community plays.</p> <p>2. As the self-study progresses, the website will be updated accordingly and timely.</p> <p>3. Internal and external stakeholders will be able to ask questions and comment.</p> <p>4. Members of the Steering Committee including faculty, staff, the Student Government Association President, and the alumni representative will report to their constituencies.</p>	<p>via the Self-Study web page and feedback will be solicited.</p> <p>2. Members of the Steering Committee including faculty, staff, the Student Government Association President, and the alumni representative will share the draft with their constituencies and solicit feedback.</p> <p>3. The Team Chair's visit and feedback will be communicated to the college community.</p> <p>4. The final Self-Study Report will be shared with the entire college community.</p> <p>5. Town Hall meetings will be scheduled to prepare RCBC for the Team Visit in Spring, 2019.</p>
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PROFILE OF THE PEER REVIEW TEAM

Rowan College at Burlington County requests that the Chair of the visiting team is a community college President from outside New Jersey. The General Education reviewer should come from a two-year college in either New Jersey or New York, where the states are very prescriptive regarding general education course offerings. Regarding academic reviewers, RCBC requests subject area experts from Liberal Arts; Science, Technology, Engineering and Math (STEM); Health Science; and Distance Learning, so that all of our divisions can be reviewed. A financial specialist along with enrollment management and student support services reviewers would round

out the team. If possible, the college requests that the peer reviewers come from states other than New Jersey.

DOCUMENTATION ROADMAP

The documentation roadmap will serve as the repository for all documents, processes, and procedures collected throughout the Self-Study process. It will serve as evidence of Rowan College at Burlington County's ability to meet the Middle States Commission on Higher Education's Standards for Accreditation and Requirements of Affiliation. The following are a sample of what will be included:

- Official Publications
 - College Catalog
 - 2020 Strategic Plan
 - Student Handbook
 - Faculty Handbook
 - Adjunct Faculty Resource Guide
 - Human Resources Guide
- Agendas and Minutes
 - New Student Orientation
 - New Employee Orientation
 - New Adjunct Faculty Orientation
 - Faculty Governance Meetings
 - Student Government Meetings
 - Board of Trustee Meetings
- Collective Bargaining Agreements
- Recruitment and Marketing Materials
- Institutional By-Laws, Guidelines, and Policies
- Enrollment Management Plan
- Program and Course Development and Approval Policies and Procedures
- Student Learning and Institutional Assessment Plans and Reports

STANDARD I: MISSION AND GOALS

The institution’s mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution’s stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

Charge to the Standard I Work Group

The Work Group for Standard I is tasked with determining how and to what extent Rowan College at Burlington County possesses a clearly defined mission statement that addresses its purpose within the context of higher education and what it intends to accomplish; and institutional goals that are realistic, appropriate to higher education, and consistent with the college’s mission. To perform this task, the Work Group will research, collect, review, discuss, summarize, and analyze all relevant institutional documentation, policies, and procedures.

Besides answering the questions listed below, the Work Group will decide which of the following institutional goals relate to Standard I and discuss how the evidence collected for this Standard validates the college’s efforts to achieve the related goal(s):

IA. Access – Increase awareness and expand upon the high-quality academic and enrichment opportunities available and accessible to diverse populations.

IIA. Affordability – Align expenditures with revenues or identified cost savings.

IIB. Affordability – Develop and nurture significant partnerships for cost-effective academic and employment pathways.

IIIA. Quality and Effectiveness – Measure quality and effectiveness in educational design and delivery.

IVB. Student Success – Strengthen student persistence and retention and achieve increased graduation rates.

The Standard I Work Group will use what they learn through self-study to make recommendations that support the college’s focus on continuous improvement and suggest changes to institutional policies and procedures where appropriate.

Standard I Research Questions

To facilitate the work group’s efforts, the questions are divided into three areas: development, implementation, and assessment of the college’s mission statement and institutional goals.

Development of the Mission Statement and Institutional Goals

1.1 How, when, and by whom were the college’s mission statement and institutional goals developed and approved?

1.2 To what extent does the mission statement address RCBC’s purpose within the context of higher education? How does the mission statement move us towards innovation, affordability, and quality?

1.3 To what extent are the institutional goals realistic, appropriate to higher education, and consistent with the mission?

Implementation of the Mission Statement and Institutional Goals

1.4 How does the college publicize and disseminate information consistent with the mission statement and goals internally and externally?

1.5 How do the mission statement and institutional goals guide faculty, administrators, staff and governance structures in making decisions related to planning, resource allocation, student learning, program and curricular development, and student support services?

1.6 In what ways do the college's mission statement and goals support scholarly inquiry and creative activity at levels that are appropriate to the institution?

Assessment of the Mission Statement and Institutional Goals

1.7 How does RCBC ensure that its mission statement and goals are relevant, achievable, periodically evaluated, and focused on continuous improvement?

STANDARD II: ETHICS AND INTEGRITY

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

Charge to the Standard II Work Group

The Work Group for Standard II is tasked with determining how and to what extent Rowan College at Burlington County is faithful to its mission, honors its contracts and commitments, adheres to its policies, and represents itself truthfully to both internal and external stakeholders. To perform this task, the Work Group will research, collect, review, discuss, summarize, and analyze all relevant institutional documentation, policies, and procedures.

Besides answering the questions listed below, the Work Group will decide which of the following institutional goals relate to Standard II and discuss how the evidence collected for this Standard validates the college's efforts to achieve the related goal(s):

IA. Access – Increase awareness and expand upon the high-quality academic and enrichment opportunities available and accessible to diverse populations.

IIA. Affordability – Align expenditures with revenues or identified cost savings.

IIB. Affordability – Develop and nurture significant partnerships for cost-effective academic and employment pathways.

IIIA. Quality and Effectiveness – Measure quality and effectiveness in educational design and delivery.

IVB. Student Success – Strengthen student persistence and retention and achieve increased graduation rates.

The Standard II Work Group will use what they learn through self-study to make recommendations that support the college's focus on continuous improvement and suggest changes to institutional policies and procedures where appropriate.

Standard II Research Questions

To facilitate the work group's efforts, the questions are divided into two areas: ethics and integrity related to internal stakeholders and ethics and integrity associated with external stakeholders.

Ethics and Integrity Related to Internal Stakeholders

2.1 How does the college effectively demonstrate a commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights?

2.2 How does the college foster an effective climate of respect among students, faculty, staff, and administrators who represent diverse backgrounds, and subscribe to different ideas, and perspectives?

2.3 How does the college's grievance policy effectively ensure that the implementation of the institution's policies and procedures are fair and impartial and assure that grievances raised by students, faculty or staff are addressed promptly, appropriately and equitably?

2.4 How does the college effectively demonstrate the avoidance of conflict of interest or the appearance of such conflict in all activities and among all stakeholders?

2.5. How well does the college demonstrate and ensure fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees?

2.6 To what extent does the institution demonstrate honesty and truthfulness in internal communications as shown in the accuracy and consistency of the messages being sent to multiple constituents across varied delivery systems?

2.7 How does the college assess its ethics and integrity as evidenced in internal institutional policies, processes, practices, and the manner in which they are implemented?

Ethics and Integrity Associated with External Stakeholders

2.8 To what extent do external publications including announcements, advertisements, and recruiting materials and practices communicate honesty and truthfulness?

2.9 In order to promote affordability and accessibility, how well does the institution educate students to understand funding sources and options, value received for cost and methods to make informed decisions regarding debt?

2.10 How well does the institution demonstrate timely and accurate compliance with all federal, state, and MSCHE reporting policies, regulations and requirements including

- institutions-wide assessments
- graduation rates
- retention rates
- certification and licensure pass rates
- MSCHE Requirements of Affiliation
- Substantive changes to the institutions mission, goals, programs, operations, etc.

2.11 How well does the college assess its ethics and integrity as evidenced in external institutional policies, processes, practices, and the manner in which they are implemented?

STANDARD III: DESIGN AND DELIVERY OF THE STUDENT LEARNING EXPERIENCE

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

Charge to the Standard III Work Group

The Work Group for Standard III is tasked with determining how and to what extent Rowan College at Burlington County provides students with learning experiences that are consistently characterized by rigor and coherence appropriate to the program and level regardless of instructional delivery mode or program pace/schedule. To perform this task, the Work Group will research, collect, review, discuss, summarize, and analyze all relevant institutional documentation, policies, and procedures. Curriculum, faculty, and general education will be examined as part of this standard.

Besides answering the questions listed below, the Work Group will decide which of the following institutional goals relate to Standard III and discuss how the evidence collected for this Standard validates the college's efforts to achieve the related goal(s):

- IA. Access – Increase awareness and expand upon the high-quality academic and enrichment opportunities available and accessible to diverse populations.
- IIA. Affordability – Align expenditures with revenues or identified cost savings.
- IIB. Affordability – Develop and nurture significant partnerships for cost-effective academic and employment pathways.
- IIIA. Quality and Effectiveness – Measure quality and effectiveness in educational design and delivery.
- IVB. Student Success – Strengthen student persistence and retention and achieve increased graduation rates.

The Standard III Work Group will use what they learn through self-study to make recommendations that support the college's focus on continuous improvement and suggest changes to institutional policies and procedures where appropriate.

Standard III Research Questions

The Standard III Work Group will ask all questions twice: once for courses which award academic credit and a second time for non-credit offerings if applicable.

3.1 How does the college ensure that its Certificate, Associate degree, and 3+1 programs foster a rigorous, scholarly, and appropriate scope and sequence of the student learning experience and promote synthesis of learning while following prescribed guided pathways?

3.2 Which print and electronic publications are used to describe RCBC's programs of study, degree requirements, and expected completion time? Are the descriptions clear and accurate?

3.3 How do supplemental resources, including but not limited to library, developmental studies, tutoring, internships, service learning, and undergraduate research, support student learning and academic progress?

3.4 How does the institution ensure that student learning is designed, delivered, and assessed by full-time and adjunct faculty who are rigorous and effective in their teaching; qualified for the positions they hold; sufficient in number; reviewed regularly and equitably; and provided with opportunities, resources, and support for professional growth and innovation?

3.5 How do general education courses, as required by the state of New Jersey, address knowledge and skills in the areas of written and oral communication; science; mathematics; history; diversity; ethics; social sciences; and humanities including languages, literature, music, philosophy, and art?

3.6 How does the college conduct adequate and appropriate reviews of CAP (College Acceleration Program) courses to ensure that they are equivalent to the RCBC courses for which credit is awarded?

3.7 How does the college assess the effectiveness of its design and delivery of student learning and the student learning experience? How is this assessment used for continuous improvement?

STANDARD IV: SUPPORT OF THE STUDENT EXPERIENCE

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

Charge to the Standard IV Work Group

The Work Group for Standard IV will focus on enrollment management and student success and is tasked with determining how and to what extent Rowan College at Burlington County recruits and admits students who are a good fit for the college and the programs of study they select and then how the college commits to the retention, persistence, graduation, and overall student success of these students. To perform this task, the Work Group will research, collect, review, discuss, summarize, and analyze all relevant institutional documentation, policies, and procedures.

Besides answering the questions listed below, the Work Group will decide which of the following institutional goals relate to Standard IV and discuss how the evidence collected for this Standard validates the college's efforts to achieve the related goal(s):

IA. Access – Increase awareness and expand upon the high-quality academic and enrichment opportunities available and accessible to diverse populations.

IIA. Affordability – Align expenditures with revenues or identified cost savings.

IIB. Affordability – Develop and nurture significant partnerships for cost-effective academic and employment pathways.

IIIA. Quality and Effectiveness – Measure quality and effectiveness in educational design and delivery.

IVB. Student Success – Strengthen student persistence and retention and achieve increased graduation rates.

The Standard IV Work Group will use what they learn through self-study to make recommendations that support the college's focus on continuous improvement and suggest changes to institutional policies and procedures where appropriate.

Standard IV Research Questions

4.1 Which print and electronic publications are used to describe RCBC's admissions process and information regarding expenses including, but not limited to financial aid, scholarships, grants, loans, repayment, and refunds? Are the descriptions clear and accurate?

4.2 How does the college evaluate and award transfer credit and conduct Prior Learning Assessment (PLA) for experiential learning?

4.3 How does the college use orientation to introduce new students to the college and prepare them to be successful? Then, how does the institution use advising and counseling to guide students throughout their educational experience?

4.4 How are students identified for and placed into developmental studies classes? What resources are in place to support students in these classes?

4.5 How does the college assist students with transfer to four-year institutions and career placement?

4.7 How do athletic and extracurricular activities enhance student life? How does the college ensure that these activities are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs?

4.8 How does the institution ensure safe and secure maintenance and appropriate release of student information and records?

4.9 How does the college assess the effectiveness of enrollment management and student success in support of the student experience?

STANDARD V: EDUCATIONAL EFFECTIVENESS ASSESSMENT

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

Charge to the Standard V Work Group

The Work Group for Standard V is tasked with determining how and to what extent: (a) Rowan College at Burlington County is conducting student learning assessment, (b) this assessment demonstrates that students are accomplishing the educational outcomes identified for their program of study, and (c) the data collected and analyzed are used for continuous improvement and decision making. To perform this task, the Work Group will research, collect, review, discuss, summarize, and analyze all relevant institutional documentation, policies, and procedures.

Besides answering the questions listed below, the Work Group will decide which of the following institutional goals relate to Standard V and discuss how the evidence collected for this Standard validates the college's efforts to achieve the related goal(s):

- IA. Access – Increase awareness and expand upon the high-quality academic and enrichment opportunities available and accessible to diverse populations.
- IIA. Affordability – Align expenditures with revenues or identified cost savings.
- IIB. Affordability – Develop and nurture significant partnerships for cost-effective academic and employment pathways.
- IIIA. Quality and Effectiveness – Measure quality and effectiveness in educational design and delivery.
- IVB. Student Success – Strengthen student persistence and retention and achieve increased graduation rates.

The Standard V Work Group will use what they learn through self-study to make recommendations that support the college's focus on continuous improvement and suggest changes to institutional policies and procedures where appropriate.

Standard V Research Questions

- 5.1 How does RCBC demonstrate that it possesses clearly stated and appropriate educational goals at the institution, degree, and program levels, which are interrelated and align with the college's mission?
- 5.2 How does the college ensure that student learning assessments are organized, systematic, and conducted by faculty or appropriate professionals?
- 5.3 How do the assessment data, which are collected and analyzed, demonstrate that the college is preparing students for their next steps which may include further education and/or successful careers?

5.4 In what ways does the college utilize assessment results for the improvement of educational effectiveness, including:

- Assisting students in improving their learning
- Improving pedagogy and curriculum
- Reviewing and revising academic programs and support services
- Planning, conducting, and supporting a range of professional development activities
- Planning and budgeting for the provision of academic programs and services
- Informing appropriate stakeholders about the institution and its programs
- Improving key indicators of student success, such as retention, graduation, transfer, and placement rates
- Implementing other processes and procedures designed to improve educational programs and services

5.5 How are assessment results communicated to internal and external stakeholders?

5.6 How does the college affirm that the educational services designed and delivered in high schools as part of CAP (College Acceleration Program) are assessed?

5.7 How does the institution assess its assessment to ensure that the processes utilized are appropriate and focused on continuous improvement and that information gleaned from assessment is used as described in paragraph 5.4?

STANDARD VI: PLANNING, RESOURCES, AND INSTITUTIONAL IMPROVEMENT

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Charge to the Standard VI Work Group

The Work Group for Standard VI is tasked with determining how and to what extent Rowan College at Burlington County engages in institutional planning and resource allocation consistent with the college's mission and goals and assesses these processes to improve programs and services and respond timely and effectively to opportunities and challenges. To perform this task, the Work Group will research, collect, review, discuss, summarize, and analyze all relevant institutional documentation, policies, and procedures.

Besides answering the questions listed below, the Work Group will decide which of the following institutional goals relate to Standard VI and discuss how the evidence collected for this Standard validates the college's efforts to achieve the related goal(s):

IA. Access – Increase awareness and expand upon the high-quality academic and enrichment opportunities available and accessible to diverse populations.

IIA. Affordability – Align expenditures with revenues or identified cost savings.

IIB. Affordability – Develop and nurture significant partnerships for cost-effective academic and employment pathways.

IIIA. Quality and Effectiveness – Measure quality and effectiveness in educational design and delivery.

IVB. Student Success – Strengthen student persistence and retention and achieve increased graduation rates.

The Standard VI Work Group will use what they learn through self-study to make recommendations that support the college's focus on continuous improvement and suggest changes to institutional policies and procedures where appropriate.

Standard VI Research Questions

6.1 How does RCBC demonstrate that it possesses clearly stated and appropriate institutional goals and objectives, both institution-wide and for individual units, which are linked to the college's mission and goals?

6.2 What are the processes for budgetary and resource decision-making and how are responsibility and accountability assigned?

6.3 In what ways are financial planning and budgeting aligned with the college's mission, evidence-based, and linked to the institution's and units' strategic plans and goals?

6.4 How does the college use its resources including facilities, technology, fiscal, and human, to support operations?

6.5 What is the institutional plan, including both short- and long-term goals, for facilities, infrastructure, and technology, and how is it linked to strategic and financial planning?

6.6 How does the institution follow up on any concerns cited in the annual audit?

6.7 How does the college assess its institutional effectiveness to ensure that the processes utilized are appropriate and that the results are used for planning, improvement, and resource allocation? Additionally, how is this information communicated to internal and external stakeholders?

STANDARD VII: GOVERNANCE, LEADERSHIP, AND ADMINISTRATION

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, education system, or other unaccredited organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy.

Charge to the Standard VII Work Group

The Work Group for Standard VII is tasked with determining how and to what extent Rowan College at Burlington County is governed and administered by appropriate entities and is given sufficient autonomy to realize its stated mission and goals in a way that effectively benefits the college, its students, and other constituencies it serves. To perform this task, the Work Group will research, collect, review, discuss, summarize, and analyze all relevant institutional documentation, policies, and procedures.

Besides answering the questions listed below, the Work Group will decide which of the following institutional goals relate to Standard VII and discuss how the evidence collected for this Standard validates the college's efforts to achieve the related goal(s):

IA. Access – Increase awareness and expand upon the high-quality academic and enrichment opportunities available and accessible to diverse populations.

IIA. Affordability – Align expenditures with revenues or identified cost savings.

IIB. Affordability – Develop and nurture significant partnerships for cost-effective academic and employment pathways.

IIIA. Quality and Effectiveness – Measure quality and effectiveness in educational design and delivery.

IVB. Student Success – Strengthen student persistence and retention and achieve increased graduation rates.

The Standard VII Work Group will use what they learn through self-study to make recommendations that support the college's focus on continuous improvement and suggest changes to institutional policies and procedures where appropriate.

Standard VII Research Questions

7.1 How does the college demonstrate a clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision-making by multiple entities including the Board of Trustees, College President and senior administrators, faculty, staff, and students?

7.2 Who are the members of the RCBC Board of Trustees, what are their credentials, and how do they serve the public interest by

- Ensuring that the institution clearly states and fulfills its mission and goals?
- Having fiduciary responsibility for the institution?
- Being ultimately accountable for the academic quality, planning, and fiscal well-being of the college?
- Overseeing, at the policy level, the quality of teaching and learning, approval of degree programs, awarding of degrees, and approval of personnel and other policies and procedures?
- Engaging in financial affairs to assure integrity and strong fiscal management?
- Appointing the College President and evaluating his performance?
- Supporting the College President in maintaining the autonomy of the institution?
- Establishing and complying with a written conflict of interest policy designed to ensure the impartiality of the governing body?
- Demonstrating sufficient independence and expertise to ensure the integrity of the institution?
- Ensuring that neither the governing body nor its individual members interfere with the day-to-day operations of the college?

7.3 Who is the President of RCBC, what are his credentials, and how does he fulfill the responsibilities of his position by

- Directing the institution toward attainment of goals and objectives set forth in its mission?
- Developing and implementing institutional plans?
- Staffing the organization?
- Identifying and allocating resources?
- Establishing procedures for assessing the college's efficiency and effectiveness?

7.4 Who are the senior administrators of RCBC, what are their credentials, and how do they enable the College President to fulfill his duties effectively by possessing and or demonstrating the following:

- An organizational structure that is documented with clearly defined reporting relationships?
- Appropriate in size with relevant credentials and professional experience consistent with the mission of the organization and their functional roles?
- Skills, time, assistance, technology, and information systems expertise required to perform their duties?
- Regular engagement with faculty and students in advancing the institution's goals and objectives?
- Systematic procedures for evaluating administrative units and for using assessment data to enhance operations?

7.5 How does the college periodically assess the effectiveness of governance, leadership, and administration?

VERIFICATION OF COMPLIANCE WITH ACCREDITATION-RELEVANT FEDERAL REGULATIONS

The Middle States Commission on Higher Education, as a federally recognized accreditor, is obligated to ensure that its candidate and member institutions comply with the accreditation-relevant federal regulations developed by the U.S. Department of Education in the Higher Education Opportunity Act of 2008. Further, the Commission is required to review candidate and member institutions' continued compliance with Title IV program responsibilities. Commission policy regarding federal compliance requirements for institutions was revised and enacted in January 2013, indicating that institutions must meet these federal regulations to be accredited by the Commission.

In response to this, it is assumed that the institution will provide documentation of policies and procedures that are (1) in writing, (2) approved and administered through applicable institutional processes, and (3) published and accessible to those affected.

Charge to the Verification of Compliance Work Group

The Work Group for Verification of Compliance is tasked with verification of institutional compliance in the following eight areas:

1. Student identity verification in distance and correspondence education
2. Transfer of credit policies and articulation agreements
3. Title IV program responsibilities
4. Institutional records of student complaints
5. Required information for students and the public
6. Standing with state and other accrediting agencies
7. Contractual relationships
8. Assignment of credit hours

To perform this task, the Work Group will identify and collect all relevant institutional documentation, policies, and procedures that demonstrate compliance with all of the required federal regulations included in the current version of the MSCHE publication titled *Verification of Compliance with Accreditation-Relevant Federal Regulations* and listed below.

In the event that one or more of these regulations do not apply to RCBC, that fact will be indicated in the compliance document.

Complete List of All Regulatory Requirements by Area

1. Student identity verification in distance and correspondence education
 - Policies and procedures used to ensure student identity verification in distance or correspondence education courses
 - Procedure(s) regarding the protection of privacy for students enrolled in distance and correspondence courses or programs
 - Procedure(s) for notifying students about any projected additional charges associated with student identity verification. Provide URLs, catalogs, student

handbooks, and other locations of any alternative institutional website documenting required disclosures.

2. Transfer of credit policies and articulation agreements
 - Policies and procedures for making decisions about the transfer of credits earned at other institutions (including all modes of delivery, if applicable). Include public disclosure (URL, catalog, or other public locations for information) of policy.
 - URL and other publication locations, if applicable, of institutions with which the institution has established an articulation agreement.
3. Title IV program responsibilities
 - Student loan default rates for the most recent three years. If applicable, submit reports on compliance from the U.S. Department of Education in regard to the cohort default rate, including any default reduction plans.
 - Three most recent years of composite ratios (private and proprietary institutions only).
 - Date of most recent Title IV program review.
 - Relevant correspondence from the U.S. Department of Education, such as program reviews and any actions to limit, suspend, or terminate the institution's eligibility to participate in Title IV, including institutional responses, if applicable.
4. Institutional records of student complaints
 - Policy and methods used in handling and tracking student grievances and complaints. Include public disclosure(s) of the policy/policies for student grievances and complaints (URLs, catalog, handbook, or other public location of this information).
 - Procedures for making modifications and improvements to the institution as a result of information obtained in handling student complaints.
5. Required information for students and the public
 - URLs, catalogs and student handbooks, and other public locations of any alternative institutional website documenting required disclosures as required by Student Right to Know, as well as policies on SAP, withdrawal, leave of absence, and attendance.
 - Methods used to collect and review information on student outcomes and licensure pass rates.
 - Documents and URLs for advertising and recruitment materials that are available to current and prospective students that show the accreditation status with the Commission and any other U.S. Department of Education approved agencies.
6. Standing with state and other accrediting agencies
 - Documentation of the relationships with any specialized, programmatic, or institutional accrediting agencies recognized by the U.S. Department of Education and all governing or coordinating bodies in the state(s) and countries in which the institution has a presence. If, in the last five years, the institution has had a review

resulting in non-compliance, include the report from the state or other accreditor as well as the institutional response.

- URLs, catalogs, student handbooks, and other locations of any alternative institutional website documenting required disclosures.

7. Contractual relationships

- List of contractual arrangements for education services, including name of third-party and applicable programs and the date the arrangement was approved by the Commission.
- URLs, catalogs, student handbooks, and other locations of any alternative institutional website documenting required disclosures.

8. Assignment of credit hours.

- Policy and procedures for credit hour assignment covering for all types of courses (including studio, internships, laboratory, practica, etc.), disciplines, programs, degree levels, formats, and modalities of instruction (including hybrid and online). Include each policy that documents the assignment of credit hours specific to the types noted above. The following should be clearly indicated:
 - Academic period (e.g., 15 weeks plus one week exam over two semesters);
 - Recommended instructional time (e.g., three 50-minute sessions or two 75-minute sessions per week);
 - Recommended out-of-class time requirements (e.g., twice in-class time).
- URLs, catalogs, student handbooks, and other locations of any alternative institutional website documenting required disclosures.
- Evidence that the institution's credit hour policies and procedures applied consistently across the full range of institutional offerings. If the institution is required to obtain approval from the relevant State Department of Education, compliance with this requirement should be documented.
- Processes used by the institution to review periodically the application of its policies and procedures for credit hour assignment.

WORK GROUP MEMBERS

Key:

Italics = Work Group Senior Leader

Boldface = Work Group Chairs

STANDARD I: MISSION AND GOALS

<i>Anna Payanzo Cotton</i>	<i>VP, Workforce Development and Lifelong Learning</i>
Anika Ragins-Riley	Executive Director, RCBC Foundation
Gregory Volpe	Executive Director, Strategic Marketing and Communications
Walter Huttner	Instructor, Communication Arts
Crystal Bourne	Assistant Professor, STEM
Frances Dilorenzo	Coding Program Manager
Jessica Gicking-Aspden	Instructor, Liberal Arts
Hana Katz	Student Representative
Nicholas LaTorre	Coordinator, NJ Stars
Meral Muyesser	Instructor, Liberal Arts
Alexandra O'Neil	Rowan Relations Coordinator
Elias Papazis	Instructor, American Sign Language
David Peterson	Director, Library
Jennifer Rienzi	Instructor, STEM
Margo Riser	Assistant Director, Strategic Marketing
Brina Sedar	Assistant Professor, Human Services
Barbara Weir	Program Manager, Career and Placement Services
Tina West	Manager, Foundation Operations

STANDARD II: ETHICS AND INTEGRITY

<i>Michael Cioce</i>	<i>VP, Enrollment Management and Student Success</i>
Dr. Karen Montalto	Dean, Health Sciences
Dr. Jonathan Alexander	Associate Professor, Liberal Arts
Sepideh Abdollahzadeh	Director, Diagnostic Medical Sonography
Elizabeth Brendle	Instructor, Nursing and Allied Health
Mindi Cahall	Director of Strategic Marketing
Patricia Cohill	Assistant Professor, Liberal Arts
Amber Ciccanti	Instructor, Criminal Justice
Martin Edsell	Instructional Assistant, Engineering
Danielle Epps	Director, Outreach and Admissions
Victoria Esperance	Student Representative
Jennifer George	Coordinator, Joint Base MDL
Stephen Harad	Instructor, STEM

Michelle Harkins	Assistant Professor, Liberal Arts
January Nale	Instructor, Liberal Arts
Robert Roach	Instructor, STEM
LacyJane Ryman	Registrar
Zahirah Sabir	Manager of Strategic Partnerships, WDI
Linda Schmidt	Director, Safety and Security

STANDARD III: DESIGN AND DELIVERY OF STUDENT LEARNING EXPERIENCE

<i>Dr. David Spang</i>	<i>Senior Vice President/Provost</i>
<i>Anna Payanzo Cotton</i>	<i>VP, Workforce Development and Lifelong Learning</i>
Linda Bobo	Executive Director, Business Engagement, WDI
Donna Vandergrift	Dean, Liberal Arts
Susan Scully	Director, Health Information Management
June Sernak	Dean, Lifelong Learning
Kaitlin Ament	Academic Advisor
Mary Bavi	Faculty Liaison
Mara Dallas	Student Representative
Maria Dewar	Educational Program Coordinator, WDI
Anne Edwards	Director, Transfer Credit
Ralph Fleming	Instructional Assistant, STEM
Russell Gartner	Instructor, Music
Elizabeth Kerr	Instructor, Business
Dr. John Kerwick	Instructor, Liberal Arts
Nam Kim	Instructor, STEM
Anthony Phillips	Adult Basic Education Director
Laura Ritt	Assistant Professor, STEM
Dr. Nicole Scott	Educational Programs and Grants Division Manager, WDI
Barbara Stewart	Supervisor of Laboratories
Susan Taylor	Adjunct Coordinator, STEM
Madison Weller	Student Representative
Gina Yanuzzi	Instructor, Communication Arts
Faith Zimnes	Instructor, Dental Hygiene

STANDARD IV: SUPPORT OF THE STUDENT EXPERIENCE

<i>Michael Cioce</i>	<i>VP, Enrollment Management and Student Success</i>
Dr. Karen Archambault	Dean, Enrollment Management
Tiffany Ruocco	Assistant Professor, Computer Graphics
Jovina Bermudez	Director, Financial Aid
Sarah Colona	Instructor, Communication Arts
Adrienne Dahms	Assistant Director, Student Life

Kathleen Devone	Distance Learning Coordinator
Louvenia Harmon	Associate Professor, Academic Advisement
Pamela Joseph	Radiography Program Director
Donna Kaklamanos	Director, Student Support
Jarrett Kealey	Director, Advising and Retention
Jianene Meola	Assistant Professor, STEM
John Miller	Director, Career Services
Brian O'Neal	Student Representative
Alexis Petti	Student Representative
Terrence Sherlock	Assistant Professor, STEM
Dr. Laura Stewart	Assistant Professor, STEM
William Wend	Instructor, Liberal Arts
Bernadette Wright	Associate Dean, Liberal Arts

STANDARD V: EDUCATIONAL EFFECTIVENESS ASSESSMENT

<i>Dr. David Spang</i>	<i>Senior Vice President/Provost</i>
Dr. Edem Tetteh	Dean, STEM
Dr. Erika Baldt	Assistant Professor, Communication Arts
Brent Franklin	Instructor, Liberal Arts
Erica Franklin	Service Learning Coordinator
Christopher Gazzara	Assistant Professor, Communication Arts
Lara Glazer	Adjunct Coordinator, Liberal Arts
Katherine Gonzalez	Retention Advisor
Dr. Elizabeth Lavertu	Assistant Professor, Liberal Arts
Priti Mihalik	Instructor, STEM
Amanda Mitchell	Instructor, Nursing and Allied Health
Joseph Rizzo	Instructor, Criminal Justice
Christopher Simber	Instructor, STEM
Lanzhen Tian	Library Reference Information Specialist
Anne Tokazewski	Instructor, STEM
Paul Warner	Instructor, STEM
Syreeta Washington	Instructor, Liberal Arts
Marc Zamkotowicz	Assistant Professor, STEM

STANDARD VI: PLANNING, RESOURCES, AND INSTITUTIONAL IMPROVEMENT

<i>Matthew Farr</i>	<i>Chief Operations Officer</i>
<i>Dr. David Spang</i>	<i>Senior Vice President/Provost</i>
Marc Krassan	Chief Financial Officer, Burlington County
Jaclyn Angermeier	Executive Director, Financial Services
TBA	Executive Director, Human Resources and Admin Services

William Whitfield	Assistant Professor, STEM
Leah Arter	Director, Development, WDI
Laura Bezich	Assistant Director, Human Resources
Kristin Bocci	Academic Advisor
Tina Burrell	Instructor, Business
Jonah Cooper	Director, Business Engagement, WDI
Erica Gravina	Instructor, Nursing and Allied Health
Frank Johnson	Director of Operations, Office of Information Technology
Brooke Mailhiot	Instructor, Liberal Arts
Jeremy Martin	Manager, Operations
Eric Pancoast	Instructor, Engineering
Julie Ritter	Assistant Director, Finance
Eileen Swiatkowski	Grants Specialist, WDI
Jeffrey VanDuyne	Instructor, STEM
Diane Veneziale	Assistant Professor, STEM

STANDARD VII: GOVERNANCE, LEADERSHIP, AND ADMINISTRATION

<i>Michael Cioce</i>	<i>VP, Enrollment Management and Student Success</i>
Dr. Catherine Briggs	Dean, Student Success
James Judge	Instructor, Liberal Arts
Ashley Adeshina	Student Representative
James Brudnicki	Director of Culinary and Pastry
Heather Conger	Director, Intercollegiate Athletics
Edith Corbin	Director, Educational Opportunity Fund
John Costa	Director, Student Life
Andrew Eaton	Assistant Director, Public Safety and Emergency Management
Daniel Egan	Manager, Multimedia Services
Zaneb Ghanem	Assistant Director, Enrollment Services
Traci Lassiter-Spell	Educational Program Coordinator, WDI
Dr. Katherine Milani	Associate Professor, STEM
Dr. Erica Osmond	Assistant Professor, Communication Arts
Dr. Elizabeth Price	Associate Dean, STEM
Lisa Watlington	Instructor, Health Information Technology
Jonathan Weisbrod	Instructor, STEM
Jayne Yantz	Instructor, Visual Arts

VERIFICATION OF COMPLIANCE

<i>Dr. David Spang</i>	<i>Senior Vice President/Provost</i>
Dr. Martin Hoffman	Dean, Distance Education and Integrated Learning Resources
Jeffrey Bailey	Assistant Professor, Visual Arts

Charles O'Gorman	Instructor, Business
Deirdre Amar	Director, Willingboro Center
Stephen Amitrano	Director, Print and Mail Services
Karen Bennett	Director, RSVP
Richard Brown	Assistant Director, Grounds and Custodial
Sherley Cadet	Assistant Director, Testing, Tutoring and Development
Ronald Cahall	Project Manager, IT Users Services
Corvena Francis-Denton	Instructor, Teaching and Learning
Dr. Leon Hageman	Professor, STEM
Linda Hecker	Director, Dental Hygiene
Katiria Gonzalez	Assistant Registrar
Kenneth Mariano	Instructor, Liberal Arts
Gregory Perugini	Instructor, STEM
Diane Schellack	Instructor, Communication Arts
Dr. Colleen Spiels	Professor, Nursing and Allied Health
Kristen Wagner	Assistant Director, Financial Aid



Rowan College at Burlington County

SELF STUDY

GOAL: REACCREDITATION!

