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NON-COMPLIANCE ACTION FROM THE MIDDLE STATES COMMISSION ON HIGHER EDUCATION

To acknowledge receipt of the self-study report. To note the visit by the Commission's representatives. To warn the institution that its accreditation may be in jeopardy because of insufficient evidence that the institution is currently in compliance with Standard II (Ethics and Integrity), Standard VI (Planning, Resources, and Institutional Improvement), and Requirement of Affiliation 5. To note that the institution remains accredited while on warning. To note further that federal regulations limit the period during which an institution may be in non-compliance to two years. To request a monitoring report due, March 1, 2020, demonstrating evidence that the institution has achieved and can sustain ongoing compliance, including but not limited to (1) compliance with all applicable federal, state, and Commission policies and regulations, (Standard II and Requirement of Affiliation 5); (2) clearly stated unit-level objectives that are linked to mission and reflect conclusions drawn from assessment results (Standard VI); (3) financial planning and budget processes that are aligned with mission, goals and objectives and are evidence-based (Standard VI); and (4) adequate fiscal and human resources, including physical and technical infrastructure, to support operations (Standard VI). To direct a follow-up team visit following submission of the monitoring report. To direct a prompt Commission liaison guidance visit to discuss the Commission's expectations. Upon reaffirmation of accreditation, the next evaluation visit is scheduled for 2027-2028.

INTRODUCTION

Rowan College at Burlington County (RCBC) is a public community college that offers a comprehensive array of associate degree and industry-relevant certificate programs. The College opened its doors on September 2, 1969 as Burlington County College in temporary facilities and, in 1971, moved to new buildings on its first campus in Pemberton, NJ. In June of 1972, the Middle States Commission on Higher Education granted accreditation to RCBC. The College has just celebrated its 50th year and takes pride in its continuing commitment to transforming lives by delivering innovative, high-quality and affordable educational experiences in an accessible and diverse environment.

To accommodate growth and opportunities for students choosing to begin their academic journey at community college, RCBC expanded its program offerings and added additional locations within Burlington County. 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, with easy access to the thriving business community in Mount Laurel and the region. Laurel Hall, Votta Hall, Evans Hall, Technology and Engineering Center (TEC), Science Building, and the new state-of-the-art Health Sciences Building contain lecture rooms, science and computer laboratories, simulation laboratories, administrative office space, and meeting rooms. Construction of the new Student Success Center, which houses all student support services, the Knowledge Commons Library, and student cafeteria in one location on the Mt. Laurel campus provided the necessary facilities and infrastructure to transition out of Pemberton and better serve students from one main campus. The Middle States Commission on Higher Education

approved a substantive change to make Mount Laurel the main campus of Rowan College at Burlington County in spring 2018 and after the college liaison's visit in September 2018 this change became official. The cost of upgrades and new construction to consolidate the Pemberton and Mount Laurel campuses totaled approximately \$58.9 million. Financing the debt to cover these expenses is explained in Chapter 3, Standard VI. The College continues to seek opportunities to divest itself from the Pemberton campus, which was closed as part of the same substantive change.

RCBC's additional location, the Mount Holly Center, is located at High and Mill Streets in the heart of the county seat, nestled among restaurants, quaint shops, and other businesses in the county's evolving art district. This 20,000 square foot newly renovated facility houses programs in the Art and Design meta-major including Art, Culinary Arts, Fashion Design, Graphic Design and Digital Media, Music, and Photography. The facility, which includes the culinary arts kitchens and restaurant; music rooms; photography, fine arts, and fashion studios; graphic design laboratory; and student art gallery, is a former bank building and the College was intentional in preserving its historic, artistic, and architectural charm during renovation.

In addition, RCBC has had a presence in Willingboro, NJ 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. Finally, classes are offered on Joint Base McGuire-Dix-Lakehurst (JBMDL) to accommodate service members and their families.

In 2015, the college was renamed Rowan College at Burlington County under a historic partnership with Rowan University that created a seamless path to affordable Bachelor's degrees through the 3+1 program. 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 location and cost and then, in their senior year, enroll in courses with Rowan University. RCBC students can take their senior year courses at the Rowan University campus, at the RCBC Mount Laurel campus, or online. The benefits to the student are many and include attainment of two degrees for less than \$30,000, increased support through RCBC and Rowan University student support services, and the convenience of seamless transfer. There are currently 10 Baccalaureate degree programs offered as part of 3+1 and 467 third year students are enrolled. An additional 677 students have signed up for 3+1 and are currently in their first or second year. Since its inception, 160 students have earned their Bachelor's degrees from Rowan University through 3+1.

In addition to its for-credit offerings, RCBC offers an array of non-credit classes, customized training, and professional certifications through its Workforce Development Institute (WDI). WDI was established as a division of the College in July 2015 out of a needs focused approach to a more unified and coordinated collaboration of county and college workforce resources. 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. New programs have been developed in response to industry demand and some provide pathways to credit programs. In addition, the Workforce Development Institute has increased and improved the College's partnerships with businesses and fostered internships and work-based learning opportunities for students.

Regarding RCBC student demographics, the headcount in fall 2019 was 8,493 students with:

- 48.9% attending full time, 51.1% part time
- 39.2% males, 60.5% females
- 53.4% White, 19.4% Black, 11.4% Multiracial, 7.4% Hispanic, 4.6% Asian, 3.7% other
- 41.9% age 18-20, 43.6% 21-34
- 82.1% residents of Burlington County

RCBC entered into self-study in fall 2017. Approximately 140 members of the college community including administrators, faculty, staff and students met monthly throughout AY 2017-2018 as part of eight different work groups to prepare the Self-Study narrative and collect evidence for the documentation roadmap. The Steering Committee reconvened in September 2018 to begin the second year of Self-Study and the peer review team visit took place March 24-27, 2019.

At their outbrief to the RCBC community on March 27, 2019, the team chair shared their findings that the college did not appear to meet the criteria for Standards II (Ethics and Integrity), V (Educational Effectiveness Assessment) and VI (Planning, Resources and Institutional Improvement); Requirements of Affiliation 5, 8 and 11; and Compliance with Accreditation-Relevant Federal Regulations. The College submitted its formal, written Institutional Response to the Commission on May 6, 2019. Upon review by the Commission’s Committee on Evaluation Reports, it was determined that RCBC did in fact meet the criteria for Standard V, Requirements of Affiliation 8 and 11, and Compliance with Accreditation-Relevant Federal Regulations.

On June 28, 2019 Rowan College at Burlington County received official notification of non-compliance action from the Commission and, in the ensuing days, the President of RCBC tasked the Associate Provost, who had served as Self-Study Chair, with convening a committee of subject area experts to address the Commission’s findings, identify and implement appropriate remediation, and prepare the Monitoring Report. Table 1 shows the members of the Monitoring Report Steering Committee.

Table 1: Monitoring Report Steering Committee

| Committee Member | Position at RCBC |
|-------------------------|--|
| Dr. Anita Rudman, Chair | Associate Provost |
| Dr. Catherine Briggs | Dean of Student Success |
| Jennifer Catalano | Business Manager |
| Thomas Czerniecki | Senior VP of Administration and Operations |
| Andrew Eaton | Director of Public Safety |
| Harry Metzinger | Executive Director of Finance and Human Resources |
| Dr. Erica Osmond | Associate Professor and Faculty Excellence Coordinator |
| Julie Ritter | Acting Director of Accounting |
| Michelle Russell | Assistant Director of Human Resources |
| Nicole Salamatin | Institutional Research Manager |
| Dr. David Spang | Senior VP/Provost |
| Kathryn Strang | Director of Compliance, Assessment and Research |
| Alaina Walton | Compliance and Research Specialist |

In the ensuing chapters, the College will provide an honest and forthright appraisal of the initiatives, enhancements, and improvements that the institution has implemented to remediate deficiencies identified by the Commission and demonstrate compliance with Standards for Accreditation II and VI and Requirement of Affiliation 5.

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 present itself truthfully.

| |
|-------------------------------------|
| REQUIREMENT OF AFFILIATION 5 |
|-------------------------------------|

| |
|---|
| The institution complies with all applicable government laws and regulations. |
|---|

Upon completion of the Self-Study peer review visit, Rowan College at Burlington County received the following commendations from the visiting team regarding Standard II:

1. The college is commended for clear, accessible and consistent information in college documents and the college website related to admissions, advising, transfer, scholarships and financial aid for prospective and current students.
2. The college is commended for providing competitive, low tuition compared with its regional community college peers.
3. The Board of Trustees is commended for establishing clear and consistent policies regarding ethics and codes of conduct that govern acceptable behaviors for students and employees of the college.

In its final report submitted to the Middle States Commission on Higher Education, the peer review team said, “While the college in many respects is in compliance with the Ethics and Integrity standard (2), it has failed to clearly implement, inform the campus and train faculty, staff and administrators on Title IX requirements, and the campus cannot therefore be considered in compliance with this standard nor the Requirement of Affiliation 5.” They assigned the following requirement:

The college must adhere to Title IX requirements according to Federal Law. This involves creating a systematic and transparent process to assure that Title IX procedures are clearly articulated to employees and students and that they are consistently reflected in college-wide documents and publications (college website, student handbook, employee handbook, etc.). Additionally, the college needs to assure that college employees have completed training related to Title IX, and that records of complaints are kept in a central repository.

The College acknowledged its shortcomings in this area and immediately set to work reviewing and refreshing its Title IX program to ensure that it is compliant with federal law and meets the criteria of Standard II. This effort began in March 2019 with the departure of the visiting team and is ongoing. A multi-phase plan and timeline were created to provide a framework for this effort.

- Phase One: Initial Response and Updates
- Phase Two: Title IX Procedure Review Team Initiatives
- Phase Three: Communication to the Campus Community

- Phase Four: Research Outcomes and Additional Training for Key Players
- Phase Five: Campus Awareness, Training, and Next Steps

Phase One: Initial Response and Updates

As an immediate response to the concerns raised by the visiting team, the original link to Title IX on RCBC’s main website was updated to ensure that the information was easily recognizable and accessible. The College then initiated Phase One, which focused on a review of the current policies in place at the institution to ensure accuracy and compliance with federal regulations. These policies include: (a) Campus Sexual Assault Victims Bill of Rights; (b) Sexual Violence Elimination on Campus; (c) Harassment, Anti-Discrimination, Equal Opportunity, Non-Retaliation, Whistleblower and Complaint and Reporting; (d) Code of Ethics for College Employees; (e) Workplace Violence; and (f) Student Code of Conduct. Following this review, the Title IX Coordinator created a Title IX Procedure Review Team composed of key personnel with traditional involvement in gender discrimination-based cases (Table 2).

Table 2: Title IX Procedure Review Team

| Team Member | Position at RCBC |
|-----------------------------|---|
| Dr. Catherine Briggs, Chair | Dean of Student Success and Title IX Coordinator |
| Andrew Eaton | Director of Public Safety |
| Donna Kaklamanos | Director of Student Support |
| Harry Metzinger | Executive Director of Finance and Human Resources |
| Michelle Russell | Assistant Director of Human Resources |

Phase Two: Title IX Procedure Review Team Initiatives

The team was charged with conducting a thorough review of Title IX policies and procedures at similar institutions, reviewing research and publications related to best practices, analyzing the current RCBC procedures, and developing a more informative procedure that could be published on the college’s website. An initial review of literature and processes at similar institutions yielded immediate action in April 2019. A separate spreadsheet was established by the Title IX Coordinator to maintain accurate records of reported cases. Individual department leadership meetings were conducted with Human Resources, Public Safety and Student Support to identify past potential cases that were not addressed through the Title IX process and work through recommendations for updates to the RCBC process based on research at other institutions and identified best practices. These meetings produced thoughtful conversation regarding previous incidents and identified specific strategies to insure that cases were processed through the Title IX Coordinator whenever there was a potential violation.

As a result of their initial research and internal review, the Title IX Procedure Review Team recommended that investigations and document storage be housed in Public Safety’s existing and secure Omnigo Software reporting and document management system, which allows senior leadership to check a confidential box on a case report’s main page thereby restricting access to the report. The Team recognized the potential challenges for victims in utilizing a Public Safety officer for the reporting process but determined that this was the best option based on existing college resources. A recommendation was made by the Team to identify and train a lead Trauma Informed Investigator and initiate a request for additional college staff interested in training to assist with the investigations and hearings. As a result of the Team’s recommendations, the

College allocated funding starting in Fiscal Year 2020 to support a staff member within Public Safety with previous investigative experience to serve as the lead Trauma Informed Investigator and participate in additional training.

The Title IX Procedure Review Team met at least six times during the spring 2019 semester. An end of semester meeting was conducted in May 2019 to review recommended updates for publication online and in the College Catalog. The spring 2019 meeting outcomes also led to a fully revised *RCBC Title IX Procedures and Processes* document, a plan of action to post online, and a framework for campus awareness campaigns.

In December 2019, the Title IX Planning Team met to review outcomes from the fall semester. The agenda included a review of case types from the fall semester and year to date, current RCBC procedure concerns and recommendations, anticipated changes to Title IX regulations in 2020, and next steps for the campus community. A total of 13 cases were officially reported with activities related to Title IX in 2019. Investigations were initiated on all reports. Two cases involved employees and eight cases were solely between students. The table below provides aggregate information on the 2019 reported incidents:

Table 3: Title IX Incidents Reported in 2019

| Alleged Activity | Number of Cases | Involved Parties | Finding: Responsible | Finding: Not Responsible | Insufficient Information in Investigation |
|---------------------------------------|------------------------|-------------------------|-----------------------------|---------------------------------|--|
| Stalking | 1 | Students | 0 | 0 | 1 |
| Sexual Harassment | 9 | Students and Employees | 2 | 4 | 3 |
| Sexual Identity Discrimination | 1 | Students | 1 | 0 | 0 |
| Sexual Assault (off campus) | 1 | Students | 0 | 0 | 1 |
| Sexual Assault (on campus) | 0 | None | 0 | 0 | 0 |
| Relationship Violence | 1 | Students | 0 | 0 | 1 |

Phase Three: Communication to the Campus Community

Phase Three focused on communication of the updated procedures to the campus community. In June 2019, a newly updated, refreshed and robust website titled rcbc.edu/TitleIX was made public with a wealth of information including: (a) Title IX Overview; (b) Title IX Coordinator Information; (c) Reporting Options for Title IX Incidents; (d) Reporting Procedures for Victims of Sexual Assault; (e) Incident Reporting Form Link; (f) Confidential Reporting Resources; (g)

Reporting Procedures for Employees or Students with Incident Information; (h) Phase One: Reporting and investigation Process; (i) Phase Two: Investigations, Outcomes and Sanctions; (j) Title IX Procedural Definitions and Prohibited Behaviors; and (k) Campus Assessment, Training and Annual Review. In addition to the website, content in the College Catalog relating to Title IX was updated accordingly.

Title IX content presented at new student orientation was updated to specifically address behavioral expectations for student conduct within both the Title IX regulations and Student Code of Conduct. In addition to this communication to new students, the Title IX Coordinator worked with the College's Strategic Marketing and Communications department to address more global campus dissemination of information about Title IX procedures, reporting options, and campus-based support. Through conversations with both marketing and student services staffs, the College published an additional online resource titled rcbc.edu/need-help-now. This site was developed to address the concern that the language within the procedures may be too much for individuals without direct working knowledge of Title IX to process if they are involved in a case. The Need Help Now site was constructed to address a few of the issues known within the campus community, including academic support, financial need, mental health concerns and sexual assault or harassment. This resource was published in August 2019. The Enrollment Management and Student Success Division initiated additional marketing for the Need Help Now resource via business cards that highlight the site and why a student may want to access it. These cards were made available throughout the Student Success Center and in all Student Services Consult Rooms. The cards were also distributed through the Academic Divisions with the intent of providing an easy means for staff and faculty to share information about this resource with students in a convenient and discreet way.

While outreach to students was a critical component of the awareness efforts, communication to staff and faculty was also a key factor. A presentation to the Faculty Senate was conducted at their September 20, 2019 meeting that included information on the updated, published Title IX procedures and a review of the Need Help Now resource. A full message to all employees was sent out on September 26 via email. In fall 2019 communication to new employees via the New Employee Orientation and inclusion in handbooks for employees and adjunct faculty were addressed. Edits to the handbooks were completed in November with Title IX content added to better communicate about responsible reporting timeframes and the online support resources. New Employee Orientation content was also updated and the first presentation was conducted in December 2019.

Phase Four: Research Outcomes and Additional Training for Key Players

In September 2019, RCBC's Title IX Coordinator sought to make connections with other New Jersey Title IX coordinators and investigators to review procedures, reporting frameworks, and create a professional network. Since there was no public listing of all coordinators, RCBC's Title IX Coordinator took the lead and compiled a list including institution name, Title IX website links, and coordinator contact information. The RCBC Title IX Coordinator conducted a global outreach to this group requesting participation in a survey titled "NJ Title IX Information Gathering." The survey included questions regarding the structure of the Title IX team and investigation resources (staff, document storage, online filing, etc.), role of Public Safety or Campus Police in the process, and preferences regarding training resources. The survey yielded a

45% response rate (25 responses out of 55 contacts) and the data was compiled and sent out to the group in November 2019. The responses to these questions came from institutions with varying levels of resources. Of the 18 respondents who identified their institution type, there were four community colleges, six four-year private institutions and eight four-year public or proprietary institutions.

The data collected from the survey indicated that 38% of the responding institutions are not using a vendor-based system to house Title IX related case files. Of those with formal reporting systems in place, products like Maxient and Advocate by Symplicity were the most referenced. Additionally, 66% have the campus safety staff (Public Safety, Campus Police, etc.) involved in the initial reporting and some investigations. 62% of the responding institutions also have campus safety staff involved in the storage or maintenance of case files. One of the questions asked for recommendations of effective training for Title IX. The training responses were varied but included ATIXA, D. Stafford, Stetson Law's Higher Education Law and Policy Conference, case study review and professional networking within the NJTIX group.

This data was especially helpful as the College was reviewing its decision regarding document storage. RCBC had previously determined that utilizing the existing reporting structure within Public Safety, with options for secure storage and limited access to sensitive reports, was an appropriate option. Feedback from other institutions across the state that do not have independent filing software options was useful in confirming that this decision, while it may not be ideal, does no harm to students and is used by numerous other institutions.

From the survey results, the Title IX Coordinator learned that some schools have standardized an email communication option to the Title IX Coordinator via a department specific email. In October 2019, the College initiated a new email option for campus communication, titleIX@rcbc.edu. This resource will be part of the spring 2020 promotions planned to increase campus awareness of the resources and reporting options. The ability to communicate directly via the Title IX Coordinator's personal email or the newly created topic specific email will provide the campus community with options.

Using training recommendations gleaned from the survey, the Title IX Coordinator and the officer identified as the lead Trauma Informed Investigator for the college participated in an intensive 3.5-day training offered through D. Stafford and Associates. This training covered a wide range of topics including, but not limited to, the role of the Title IX Coordinator and investigator, understanding the administrative regulations, case law and guidance around Title IX, understanding the prevalence of gender based harassment on college campuses, trauma informed reporting and the impact of sexual assault, sexual misconduct within the LGBTQ community, trauma informed investigation strategies, and the intersections of Clery and Title IX. This training provided a thorough review of all current regulations and allowed for additional information sharing from individuals currently addressing cases on their campuses. A list of over 50 items for attention and action, which was compiled as a result of this training, is included in the Documentation Roadmap.

Phase Five: Campus Awareness, Training, and Next Steps

As can be seen in the actions already undertaken, Rowan College at Burlington County is committed to ensuring that the campus community is aware of the Title IX resources and supports. This effort is overseen by the Title IX Coordinator, the Human Resources team and the Director of Public Safety. Their efforts to increase awareness of the Title IX expectations, process and procedures throughout fall 2019 have generated results including requests to assist with investigations and promotions from the Enrollment Management and Student Success and Academic Divisions. Table 4 covers spring 2020 training to improve campus community awareness of Title IX requirements and support.

Table 4: Spring 2020 Title IX Awareness and Training

| Initiative | Purpose | Timeline |
|--|---|-----------------------------|
| <p>Improve communication at New Student Orientation about behavioral expectations regarding Code of Conduct and Title IX</p> | <p>While the January program is typically a small session, addressing the topic is a first step towards increasing student awareness of expectations, interventions, and support.</p> | <p>January 2020</p> |
| <p>Conduct Spring 2020 Student, Staff and Faculty Training</p> | <p>Conduct at least three programs on campus in conjunction with Student Senate leadership, specifically including programs in April for the nationally recognized Sexual Assault Awareness Month. Topics may include sexual assault prevention and bystander intervention programs. Provide informational and support resources regarding Title IX regulations and RCBC reporting procedures.</p> <p>In addition to participation in SafeColleges training, which is mandatory for all staff and faculty, coordinate with Administrative Senate leadership to provide at least three information sessions/ trainings on Title IX requirements, RCBC procedures, college and community resources and bystander intervention. Coordinate with Faculty Excellence Coordinator to provide at least one training specific to faculty on Title IX requirements, RCBC procedures, college and community resources and bystander intervention.</p> | <p>January - April 2020</p> |

| | | |
|--------------------------------|--|------------|
| | <p>Currently scheduled programs for students and employees include:</p> <ul style="list-style-type: none"> • Student Presentation: Service Learning Cohort (2/21) • Student Presentation: EMSS Student Workers (2/21) • Bystander Awareness Training (2/25) • Preventing Sexual Violence (2/25) • kNOw More: RCBC Title IX Overview for Students and Staff (3/11) | |
| Administer RCBC Climate Survey | Comply with federal requirements and better understand student and staff needs related to outreach, support and programs. | March 2020 |

With Title IX processes and procedures refreshed and communicated, the College is positioned to initiate more engaging conversations with staff, faculty and students regarding behavioral expectations and how to better address issues brought forward. Through these sessions and the data gathered, RCBC will continue to grow its awareness of campus needs and continue to provide appropriate offerings, programs, resources and support for all members of the campus community. Moving forward, the Title IX Coordinator will review all Title IX related information at the start of each fall and spring semester to ensure accuracy of the content, make edits as necessary, and assess effectiveness with a focus on continuous improvement.

While Rowan College at Burlington County has intentionally focused this section of the monitoring report on actions undertaken to remedy the Title IX deficiencies identified by the visiting team, Dr. Sibolski’s letter regarding commission action stated that the monitoring report must demonstrate “evidence that the institution has achieved and can sustain ongoing compliance, including but not limited to compliance with all applicable federal, state, and Commission policies and regulations (Standard II and Requirement of Affiliation 5).” Rowan College at Burlington County demonstrates compliance in the following ways:

- New website for Students Right to Know information at rcbc.edu/students-right-to-know
- An Annual Fast Facts report, which includes enrollment, retention, graduation and transfer rates and was a recommendation by the visiting team
- Accurate and timely reporting of all IPEDS and SURE (NJ Student Unit Record) data
- Completion of MSCHE Substantive Changes to make the Mount Holly Center an Additional Location and reclassify the Willingboro Center as an Instructional Site
- Submission of the Institutional Federal Compliance Report for Verification of Compliance with Accreditation-Relevant Federal Regulations as part of Self-Study

Finally, the institution remains focused on all of the Standard II, Ethics and Integrity, criteria as evidenced by the following recent activities, which serve as examples and are included in the Documentation Roadmap:

- Review and revision of Board of Trustees' policies
- Honest and transparent communication from the College President to the campus community regarding the outcomes of the peer review team's visit including the College's next steps and the non-compliance warning action taken by the Commission

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.

Upon completion of the Self-Study peer review, Rowan College at Burlington County received the following commendations from the visiting team regarding Standard VI:

1. The College is commended for the Workforce Development Institute's extensive efforts in developing and expanding new auxiliary funding opportunities and contributing to meeting workforce needs in the region. Twenty-seven new programs have been created since its inception in July 2015 generating \$1.5 million in auxiliary revenue in 2018.
2. The College is commended for the newly developed budgeting process that has been implemented for the 2019-2020 fiscal year that will assist the College in meeting its future budgetary challenges.

The visiting team assigned the following requirement for Standard VI:

The institution must provide documentation of the necessary financial resources and funding base, including those from any related entities, and develop plans for financial sustainability adequate to support its educational purposes and programs for the future.

In the letter from Dr. Elizabeth Sibolski dated June 28, 2019 notifying RCBC of the non-compliance action taken by the Commission, the College was informed that the required monitoring report must demonstrate evidence of having achieved sustainable actions regarding the following Standard VI requirements, which are fully addressed in this chapter:

- Clearly stated unit-level objectives that are linked to mission and reflect conclusions drawn from assessment results
- Financial planning and budget processes that are aligned with mission, goals and objectives and are evidence-based
- Adequate fiscal and human resources, including physical and technical infrastructure, to support operations

Clearly stated unit-level objectives that are linked to mission and reflect conclusions drawn from assessment results.

Rowan College at Burlington County will demonstrate compliance by discussing revisions and improvements that have been made to unit level institutional assessment, thereby ensuring an ongoing, systematic, and sustainable method; and implementation of its newly developed, robust and sustainable operational unit review process.

While RCBC did have an 8-year plan in place for non-academic unit reviews, the College acknowledges that its requirement to compensate an external consultant created an unnecessary self-imposed impediment to fully executing the plan. Upon the recommendation of the visiting team to remove the external consultant constraint, the Compliance, Assessment, and Research (CAR) team spent spring 2019 researching unit review processes used by other colleges. The result of that research concluded with development of an accelerated 4-year plan and timeline that was submitted to the President and Senior Vice President/Provost for approval in June.

Table 5: Unit Review Plan

| AY 2019-20 | AY 2020-21 | AY 2021-22 | AY 2022-23 |
|-----------------------|--------------------------------------|----------------------------------|------------------------------|
| Career Services | Foundation | Program Development & Delivery | ABE Education (combined) |
| Accounting | Purchasing (combined) | Business Outreach & Engagement | Lifelong Learning (combined) |
| Outreach & Admissions | Accounts Payable (combined) | Budgets | Grants |
| Athletics | Advising/Transfer | Student Life | Payroll |
| Liberal Arts | EOF | Registration | NJ Stars |
| Public Safety | Student Support | Student Accounts | Testing Center (combined) |
| Facilities | Human Resources | Service Learning | Tutoring Center (combined) |
| OIT | Library | STEM | Financial Aid |
| | Inventory Management | Military & Veterans Services | Health Science |
| | Strategic Marketing & Communications | Logistical Analysis & Scheduling | Distance Education |
| | CAR | | Print & Mail Services |

Table 6: Unit Review Timeline

| Month | Action |
|---|--|
| June | Units undergoing review will be notified Initial meeting with unit lead and Compliance, Assessment and Research |
| July-Nov (monthly meetings with CAR) | Collect information for the reports Meetings with all unit participants |
| Dec-March | Write reports |
| April-May | Reports are peer-reviewed Action plans are written |
| June | Final reports are sent to Deans, Executive Directors, VP's, Institutional Effectiveness Committee, etc. and shared with the College community Follow-up reports on the previous year's action plans are due |

In addition to preparing a new and accelerated schedule and timeline, it was determined that the process in place needed to be reviewed and revised. Using best practices collected from other institutions combined with lessons learned from RCBC's previous operational unit reviews, the

CAR team developed a user-friendly questionnaire that organizes questions into the following categories: (a) Mission & Goals, (b) Unit Organization and Leadership, (c) Quality of Services Provided, (d) Use of Assessment Results & Continuous Improvement, and (e) Conclusions. The questions are designed to promote conversation within the unit that ultimately capitalizes on strengths and formulates solutions for challenges, rather than simply reporting on the unit’s day-to-day operations.

Eight units met with the Compliance and Research Specialist in June 2019 to create initial plans for collecting information and writing their reports. In addition to reviewing the questions that each unit would answer in preparing their reports, these meetings also discussed how to maximize participation of unit members to make the process collaborative and meaningful. Unit leaders, on behalf of their stakeholders, have continued to meet monthly with the Compliance and Research Specialist to discuss progress, roadblocks, and ways to improve the process. These meetings have led to slight changes to the questions, as well as creative ways to encourage unit participation.

All eight units are now in the process of reviewing the information they have collected and turning that information into cohesive unit reports. Sample reports are included in the Documentation Roadmap. A peer-review consultancy process based on an interactive model that was adopted from an Institute for Higher Education Policy (IHEP) conference will be implemented in April 2020 for follow-up. This model invites the unit lead and at least one other staff member from their unit to a two-hour workshop. Units will spend a half hour presenting their reports to their group and receiving feedback from colleagues in different units using the four phases described in Table 7. The groups will have access to and be encouraged to review each other’s unit reports before the workshop.

Table 7: Unit Review Peer Presentations

| AY 2019-2020 Unit Reviews | |
|---|---|
| Group 1: Career Services Accounting Outreach & Admissions Facilities | Group 2: Athletics Liberal Arts Public Safety OIT |
| Phase 1: Introduction Each unit will have six minutes to present their report, including the specific questions or issues that they are seeking to resolve | |
| Phase 2: Clarification The three other participating units have nine minutes to ask clarifying questions and write down some initial thoughts | |
| Phase 3: “Duct Tape” The three participating units take nine minutes to offer input and feedback while the presenting unit simply takes notes | |
| Phase 4: Dialogue The presenting unit and the three participating units take the final six minutes to discuss the feedback | |

The units will then integrate the feedback they receive into a formal action plan. This action plan, along with a copy of the unit report, will be forwarded to the corresponding deans, executive directors, and vice-presidents by the end of June and communicated to the college community in July. A follow-up report outlining each unit’s progress will be due in June 2021.

In contrast to the operational program review process, which had never been fully implemented, both student learning and unit assessment activities at RCBC have been completed for over a decade. The decision made by the visiting team and confirmed by the Commission that the college did not meet the Middle States standard for institutional assessment, required the Compliance, Assessment and Research team to take a critical look at the process in place, along with the actual assessment activities that had been completed by units at the college, to identify gaps. It became evident that while on an annual basis units at the college were identifying a unit goal to assess, they were simply discussing activities related to that goal and neither conducting an activity to actively assess whether or not they were achieving the criteria they had set nor using the results for further planning and decision-making.

A new template was created to remedy these omissions. It ensures that all required elements are addressed and reported and that the assessment process itself flows in an intuitive fashion. The first two columns, Institutional Pillar and Goal and Related Unit Goal, demonstrate that a clearly stated unit-level objective is linked to the college’s mission. The Institutional Pillars and Goals are part of RCBC’s 2020 Strategic Plan. The next three columns cover the action steps taken to accomplish the unit goal, the activity used to assess accomplishment of the goal, and the actual data and evidence gathered during the assessment process. The final three columns reflect conclusions drawn from assessment results, specifically Use of Results, Budget Implications and Next Steps/Continuous Improvement. As a sample, ten Institutional Effectiveness Assessments completed by units across the college using the new template are included in the Documentation Roadmap. A final addition to the new template, the name of the responsible party who completed the assessment and report, was added for ownership.

Along with the new template, which is being used for the current assessment cycle (January 1, 2019 through June 30, 2020), a new annual assessment timeline, January 1 through December 31, will commence on January 1, 2021. This revised timeline aligns with RCBC’s budgeting cycle. The annual plan and timeline for completion and submission of Institutional Effectiveness Assessment reports can be seen in Table 8.

Table 8: Action Plan and Timeline

| Month | Action |
|-----------------|---|
| January | Division/department managers discuss goal(s) that will be assessed with unit leaders |
| February | Assessment plans with the first 3 columns (Institutional Pillar and Goal, Related Unit Goal, and Action Steps to Accomplish Unit Goal) are completed and submitted to Compliance, Assessment and Research |
| March - October | Units conduct assessment activities, gather assessment results, and complete columns four and five on the template |

| | |
|---------------------|--|
| November - December | The final 3 columns of the assessment template (Use of Results, Budget Implications, and Next Steps/Continuous Improvement) are completed, reviewed by unit leaders with their division/department managers and submitted to Compliance, Assessment and Research |
| Spring semester | Assessment results are shared with the college community |

Recommendations derived from assessment activities and unit reviews can often be implemented at no cost, but when there is a budgetary requirement, these requests are elevated to RCBC’s Institutional Effectiveness Committee for further analysis. This committee is composed of senior leadership representing all divisions of the college. A faculty member and student representative were added this year based upon a suggestion from the visiting team. This committee is charged by the College President with evaluating requests that include budgetary requirements which are brought forward from assessment activities, academic program and institutional unit reviews, and by community members who desire to implement new initiatives requiring funding. The committee evaluates the requests, rates them using a rubric developed for this purpose, and provides a rank order to the President and his Cabinet to inform their decision-making. The four elements of this Budget Prioritization/Decision Making Criteria Rubric are: (a) Relationship to Strategic Plan and Linkage to Unit Goals; (b) Impact on Teaching and Learning; (c) Impact on Overall Operational Effectiveness and Efficiency; and (d) Consequence of Decision. Each element is rated on a three-point scale where one is low and 3 is high. A sample of four requests that were considered at the committee meeting on January 28, 2020 along with the rubric and final prioritization list are included in the Documentation Roadmap.

The efforts of the Institutional Effectiveness Committee, with its focus on ensuring the allocation of resources to initiatives that align with the college’s mission and goals and are evidence-based, is a key component of RCBC’s continuous cycle of improvement and provides the perfect segue into the next section of this chapter.

Financial planning and budget processes that are aligned with mission, goals and objectives and are evidence-based.

Building upon the visiting team’s commendation “for the newly developed budgeting process that has been implemented for the 2019-2020 fiscal year that will assist the College in meeting its future budgetary challenges,” RCBC has continued making improvements to this process and will discuss follow-up activities and enhancements that have been implemented.

Key to the success of the FY2020 budgeting process was the introduction of a Budgeting Process Plan and timeline that was shared with all budget unit heads. Table 9 shows the Budgeting Process Plan with timeline prepared for FY2021.

Table 9: FY2021 Budgeting Process Plan

| Date | Action |
|----------------------------------|---|
| December 9, 2019-January 3, 2020 | Meetings led by Executive Director of Finance and Human Resources and Business Manager with individual Budget Unit Heads to review FY2020 YTD |

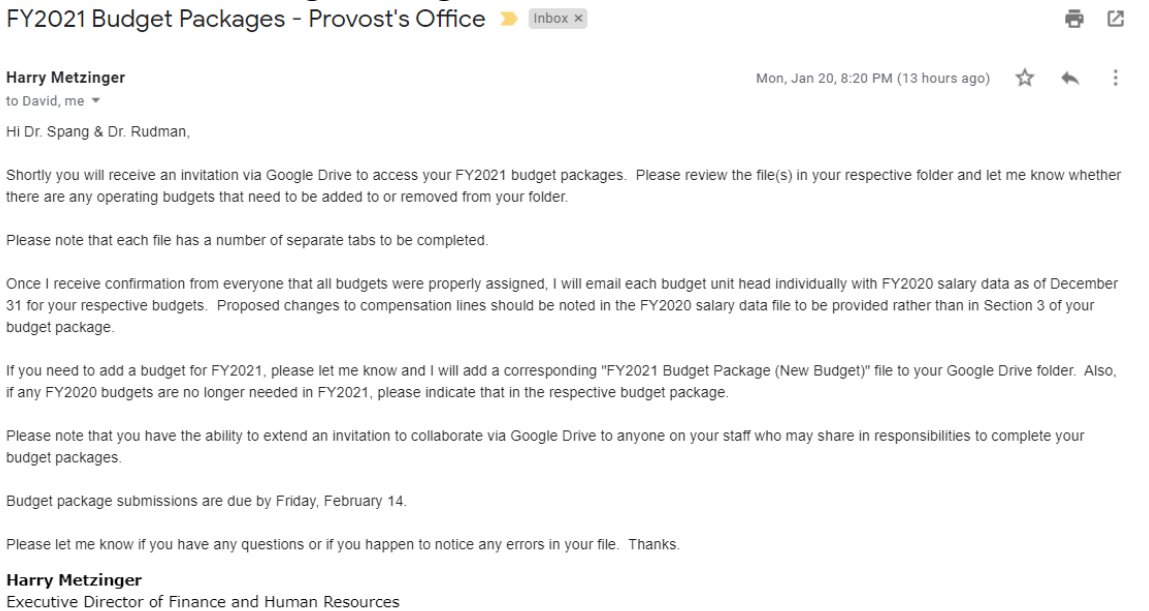
| | |
|---------------------------|--|
| | Budget vs. Actual and lay out expectations for the FY2021 Budget Process |
| January 13-17, 2020 | FY2021 Budget Packages are distributed to Budget Unit Heads |
| February 7, 2020 | Facilities (Farr), OIT (Meara), Accounting (Ritter), Purchasing (Farr), HR (Metzinger), Finance (Metzinger), Marketing, (Volpe), Public Safety (Eaton), and Learning Resources (Hoffman) completed Budget Packages are due |
| February 10-21, 2020 | Budget meetings with Facilities, OIT, Accounting, Purchasing, HR, Finance, Marketing, Public Safety and Learning Resources |
| February 14, 2020 | Enrollment Management and Student Success (Archambault, Briggs, Yakubov), WDI (Payanzo Cotton), Provost's Office (Spang, Rudman), and Foundation (Daniello) completed Budget Packages are due |
| February 17-28, 2020 | Budget meetings with Enrollment Management and Student Success, Student Clubs, WDI, Provost's Office, and Foundation |
| February 21, 2020 | Liberal Arts (Vandergrift), STEM (Tetteh), Health Sciences (Montalto), and President's Office (Cioce, Devericks) completed Budget Packages are due |
| March 2-6, 2020 | Budget meetings with Liberal Arts, STEM, Health Sciences and President's Office |
| March 9-20, 2020 | Executive Director of Finance and Human Resources and Business Manager review and prepare comprehensive draft of the FY2021 budget |
| March 23-24, 2020 | Executive Director of Finance and Human Resources and Business Manager review FY2021 draft budget with College President and Senior Vice President of Administration and Operations |
| March 25, 2020 | College President and Senior Vice President of Administration and Operations review FY2021 draft budget with Board of Trustees Chair |
| March 26-31, 2020 | Revisions made to FY2021 draft budget if necessary |
| March 31, 2020 | FY2021 budget adopted at Board of Trustees meeting |
| April, May and June, 2020 | Executive Director of Finance and Human Resources and Business Manager work with Budget Unit Heads to make final adjustments to FY2021 budget allocations |
| Prior to July 1, 2020 | FY2021 budgets are loaded into Colleague |

As can be seen in the FY2021 Budgeting Process Plan, throughout February and March Budget Unit Heads will meet with the Executive Director of Finance and Human Resources (Executive Director) and the Business Manager, as they did last year, to review each budget request and

discuss assumptions and supporting documentation that includes evidence-based justification for new funding. Requests for funding of new initiatives will be taken to the Institutional Effectiveness Committee for discussion and prioritization. A draft budget prepared by the Executive Director and Business Manager will be reviewed and revised by the College President, Senior Vice President of Administration and Operations, Board of Trustees (BOT) Chair, and the BOT Finance and Facilities Committee in accordance with the plan. The budget will be adopted at the Board of Trustees monthly meeting on March 31 and then throughout April, May and June, the Executive Director and Business Manager will evaluate prior and current year to date actual data to determine budget needed versus budget requested and work with the Budget Unit Heads to make appropriate adjustments.

The FY2021 budget cycle commenced on January 20, 2020 with the email seen below that was forwarded to all budget unit heads.

Table 10: FY 2021 Budget Packages Email



The Budget Packages that each Budget Unit Head receives include the following Google Sheets where they input required data and information, budget projections, and attach documentation to support their requests.

Section 1

- Department Overview
- Budget Overview
- Department-Related Revenue
- Department FY2021 Budget Highlights

Section 2

- Personnel
- Department Organizational Chart

Section 3

- Proposed FY2021 Budget

Section 4

3-Year Department Capital Expense Projections

Section 5

Department Key Performance Indicators (KPIs) and Assessment

Sample completed FY2021 budget packages are included in the Documentation Roadmap.

In addition to implementing and monitoring the new FY2020 Budgeting Process Plan over the past year, the Executive Director of Finance and Human Resources and the Business Manager created and launched a brief survey to solicit feedback from Budget Unit Heads regarding their satisfaction with the new process. This FY2020 Budgeting Process User Satisfaction Survey can be viewed in the Documentation Roadmap. Regarding the results, 36% of Budget Unit Heads responded to the survey and average scores ranged from 4.0 to 4.4 on a Likert scale where 5 was Very Satisfied and 1, Very Unsatisfied. The Executive Director of Finance and Human Resources and the Business Manager used the feedback including open-ended comments to make improvements to the FY2021 Budgeting Process Plan.

To enhance Budget Unit Heads’ ability to monitor their accounts on an ongoing basis, the Business Manager added actual FY2020 financial data on a monthly basis to each unit’s Google sheets. As a final enhancement to the budget process, an application was created that provides budget unit heads with the ability to monitor and review budget data on demand. Table 11 shows a snapshot of the WebAdvisor Self Service Application.

Table 11: Snapshot of Self Service Application

| 00600 ACCOUNTING | Budget | Actuals | Encumbrances | Remaining | % Received/ Spent | Financial Health |
|--|-------------|-------------|--------------|-------------|-------------------|------------------|
| STAFF | | | | | | |
| 1-00600-9113 ACCOUNTING : SALARIES SPEC PRJ PROF NONGRNT | \$91,271.25 | \$69,372.24 | \$0.00 | \$21,899.01 | 76 % | ✓ |
| 1-00600-9130 ACCOUNTING : SAL CLERICAL & SEC | \$80,418.00 | \$74,803.00 | \$0.00 | \$5,615.00 | 93 % | ⚠ |
| 1-00600-9140 ACCOUNTING : WAGES STUDENTS | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0 % | ✓ |
| 1-00600-9150 ACCOUNTING : WAGES TEMPORARY | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0 % | ✓ |

As the budgeting process continues to evolve and mature, and beginning in 2020, the College will require all new significant initiatives, hiring, and/or investment requests to be collocated within the budget. In addition to discussion and review by the Institutional Effectiveness Committee, a business proposal may need to be developed and presented to the Cabinet if appropriate. The Cabinet will draft a recommendation for the College President. Evaluation by the Cabinet will consider the relative institutional prioritization of the initiative, thoroughness of business case, and an evaluation of alternatives. Thus far, the Cabinet has considered three proposals under this approach including a proposed organizational change within the Marketing Department, a proposal to invest in a new Human Resources/Payroll system, and a proposal to fully implement a Mechanical Engineering Technology (MET) program.

Adequate fiscal and human resources, including physical and technical infrastructure, to support operations.

The requirement by the Middle States Commission on Higher Education for Rowan College at Burlington County to demonstrate “adequate fiscal and human resources including physical and technical infrastructure, to support operations” provided the catalyst for the College to accelerate action items and think critically about new initiatives to ensure fiscal health and sustainability. These actions included working with the County of Burlington’s new finance team to construct a stable and manageable debt repayment structure for the college’s long-term debt; ceasing operations at the Pemberton campus; reaching five-year agreements with the three collective bargaining units (Public Safety Association, Faculty Association, and Support Staff Association); becoming more deliberate in seeking and applying for grant funded opportunities; and engaging in critical discussions regarding enrollment trends to accurately predict tuition and fees.

College Debt

Rowan College at Burlington County’s debt schedule that was in place at the time of the Self-Study reflected a substantial degree of short-term debt financing associated with the Pemberton to Mt. Laurel transition. Due to a turnover in the County administration that was occurring at the same time as the Middle States team visit, the College was not in a position to project a different scenario. Since that time, the College has worked with Burlington County’s new finance team to permanently finance the majority of its debt resulting in a considerably more stable and manageable debt structure. The Self-Study anticipated an increase in debt service of \$3.8 million in FY 2020 to \$7.2 million in FY 2021. As illustrated in the chart below, the payment for FY 2021 will instead be \$4.55 million.

Table 12: Debt Repayment Schedule

| YEAR | Debt Service | YEAR | Debt Service | YEAR | Debt Service |
|-------------|---------------------|-------------|---------------------|-------------|---------------------|
| 2018 | \$ 3,117,662 | 2028 | \$ 4,085,235 | 2038 | \$ 2,628,156 |
| 2019 | \$ 3,890,646 | 2029 | \$ 3,196,130 | 2039 | \$ 2,624,100 |
| 2020 | \$ 4,584,943 | 2030 | \$ 3,180,733 | 2040 | \$ 2,623,097 |
| 2021 | \$ 4,549,167 | 2031 | \$ 3,192,931 | 2041 | \$ 2,620,150 |
| 2022 | \$ 4,551,175 | 2032 | \$ 3,182,569 | 2042 | \$ 2,625,172 |
| 2023 | \$ 4,405,551 | 2033 | \$ 3,174,586 | 2043 | \$ 1,583,759 |
| 2024 | \$ 4,500,971 | 2034 | \$ 2,680,163 | 2044 | \$ 387,306 |
| 2025 | \$ 4,497,112 | 2035 | \$ 2,634,178 | 2045 | \$ 115,100 |
| 2026 | \$ 4,463,331 | 2036 | \$ 2,633,006 | 2046 | \$ 116,725 |
| 2027 | \$ 4,085,323 | 2037 | \$ 2,629,613 | | |

Pemberton Campus

At the time of the Self-Study report and the Middle States team visit, the College was in the midst of completing the transition from Pemberton to Mt. Laurel. At that time, three buildings were still operating, including the College’s aquatic center; the closure of which was a sensitive

matter in the broader community. Since that time, all college operations have ceased and utilities have been disconnected. The closure of the Pemberton campus represents a permanent removal of approximately \$2.5 million from future budget projections.

Collective Bargaining Unit Agreements

Since the team visit, the College has reached agreements with all three of its collective bargaining units, which had been expired for a few years at that point. The new agreements provide the College with a better ability to anticipate labor expenses for the coming years. The settlements are as follows:

Table 13: Salary Increases in Collective Bargaining Unit Agreements

| Effective | Public Safety Association (% Increase) | Faculty Association (% Increase) | Support Staff Association (% Increase) |
|-----------|---|-------------------------------------|---|
| FY2016/17 | NA | 1.95 | 1.95 |
| FY2017/18 | 1.85 | 1.90 | 1.90 |
| FY2018/19 | 1.85 | 1.80 | 1.80 |
| FY2019/20 | 1.95 | 1.80 | 1.80 |
| FY2020/21 | 1.85 | 1.80 | 1.80 |
| FY2021/22 | 1.95 | NA | NA |

Grant Funded Opportunities

Building upon the commendation that RCBC received from the visiting team regarding the Workforce Development Institute’s extensive efforts in developing and expanding auxiliary funding opportunities, the College has been very intentional in its directive to all divisions to explore and apply for grant funded opportunities. As of December 2019, the College had applied for over three million dollars in competitive and renewal funding and is currently managing \$2,457,284 in active grants. The six biggest funding sources are included in Table 14.

Table 14: Grant Funding

| Funding Source | Amount |
|---|-----------|
| National Science Foundation | \$768,272 |
| NJ Department of Education | \$502,029 |
| Community College Opportunity Grant | \$265,000 |
| NJ Higher Education Student Assistance Scholarships | \$250,000 |
| Rowan University, Inductotherm | \$175,000 |
| NJ Department of Labor | \$125,765 |

Recently submitted proposals include:

- \$66,230 proposal to NJ Secretary of Higher Education: Hunger-Free Campus Program
- \$290,000 proposal to National Science Foundation: Cybersecurity Program
- \$1,265,160 proposal to US Department of Education: Student Support Services Grant
- \$55,833 proposal to NJ Department of Labor and Workforce Development for CompTIA Training

Overall, the total volume of grant funding requested at mid-year exceeds that requested throughout the previous fiscal year. As of December 2019, a total of 16 proposals for funds totaling \$5,887,147 had been submitted. To support this effort a Grants Specialist position was added this past year through the College’s shared services agreement for Workforce Development Initiatives. Together with the Senior Grants Specialist, they support the College community in their search and application for grant funded opportunities. They created a “How to Apply for a Grant” flowchart to guide this process, which is included in the Documentation Roadmap.

Multi-Year Budget Projection Model

As a result of the progress made on the aforementioned topics, Rowan College at Burlington County is able to provide multi-year projections with greater confidence than in previous iterations. The College maintains a three-year budget projection model that informs executives and policy makers about the dynamic impacts of financial decisions, and thus assists in the budget planning process. The College strives to maintain a stable fiscal outlook and avoid fluctuations that might interfere with the quality of services and the ability of families and students to plan for educational expenses.

In order to budget responsibly, this model was developed using conservative assumptions with respect to enrollment, non-tuition revenue, increases in the cost of employee benefits, statutorily mandated expenses such as pension contributions, and other contractual obligations. The projection model demonstrates a number of critical components. First, it acknowledges the reality that enrollment is declining, which will likely continue over the next few years before leveling off. Second, it conforms with the Board of Trustees’ requirement to maintain a minimum 3% budget reserve. Third, it keeps the College’s projected tuition increases stable and avoids unmanageable tuition spikes while still maintaining competitive tuition rates.

In order to create a useful model, the College has carefully considered recent enrollment trends by closely scrutinizing county demographics, early year to date application filings, and anticipating decreases common to community colleges during periods of economic expansion and low unemployment. Consistent with this conservative approach, RCBC’s Enrollment and Student Success Division has initiated a new strategy to enhance retention rates that is promising but not reflected in enrollment projections for the model. The model anticipates a continued reduction in enrollment of 5% in FY2021, 3% in FY2022 and 1% in FY2023.

The model allows the College to consider various scenarios with respect to tuition and fee projections with the goal of remaining competitive among its peers. Regarding state aid, the estimate is based only upon what was realized; however, the College remains optimistic that this will increase when considering historic trends and lobby initiatives. Likewise, the College anticipates very modest increases in county support, although efforts are ongoing to increase funding.

Table 15: Multi-Year Budget Projection

See next page.

RCBC Multi-Year Projection

| Revenue | FY19 Actual | FY20 Projected | FY21 Projected | FY22 Projected | FY23 Projected |
|---|----------------------|----------------------|----------------------|----------------------|----------------------|
| Tuition | | | | | |
| Summer II | \$ 605,466 | \$ 654,210 | \$ 643,932 | \$ 649,375 | \$ 670,090 |
| Fall | 11,328,412 | 11,954,109 | 11,721,376 | 11,610,322 | 11,616,358 |
| Spring | 9,470,215 | 9,914,060 | 9,725,739 | 9,638,144 | 9,647,613 |
| Summer I | 1,957,174 | 1,800,600 | 1,769,298 | 1,756,174 | 1,760,651 |
| Waivers/Non-Credit | (1,550,873) | (1,086,000) | (1,072,465) | (1,087,987) | (1,131,509) |
| Tuition Total | 21,810,394 | 23,236,978 | 22,787,881 | 22,566,028 | 22,563,203 |
| Course Fees | | | | | |
| Course Fee (if no change in fees) | 2,850,365 | 2,786,059 | 2,702,477 | 2,648,427 | 2,621,943 |
| Course Fee - Add'l Rev generated w/ Fee increases | | | | | |
| Course Fees Total | 2,850,365 | 2,786,059 | 2,702,477 | 2,648,427 | 2,621,943 |
| Per Credit Fees | | | | | |
| General Fee | 2,512,249 | 2,409,388 | 2,601,826 | 2,809,215 | 3,037,954 |
| Student Activity Fee / Activity Fee | 869,624 | 714,100 | 957,397 | 1,197,674 | 1,442,528 |
| Supplemental Fee | 386,521 | 356,970 | 610,981 | 858,186 | 1,106,435 |
| Technology Fee | 2,125,852 | 1,963,335 | 2,169,155 | 2,385,197 | 2,618,176 |
| Facilities Fee | 3,236,922 | 3,563,258 | 4,868,198 | 5,808,536 | 6,435,333 |
| Other Fees | 242,712 | 146,450 | 142,057 | 139,215 | 137,823 |
| Fees Total | 12,224,244 | 11,939,560 | 14,052,090 | 15,846,451 | 17,400,193 |
| Total Tuition + Fees | \$ 34,034,638 | \$ 35,176,538 | \$ 36,839,971 | \$ 38,412,479 | \$ 39,963,396 |
| Other Income | | | | | |
| County | 4,150,000 | 4,300,000 | 4,450,000 | 4,600,000 | 4,750,000 |
| State - Foundation / Access Aid / Non-Credit Aid | 2,389,958 | 2,389,958 | 2,389,958 | 2,389,958 | 2,389,958 |
| State - Differential Aid | 4,858,563 | 4,950,622 | 4,802,103 | 4,706,061 | 4,659,001 |
| Misc Income | 1,515,420 | 1,060,051 | 1,000,000 | 1,000,000 | 1,000,000 |
| Gift & Grant | 106,991 | 110,000 | 110,000 | 110,000 | 110,000 |
| Sale of Pemberton Campus | - | - | - | 250,000 | - |
| Sub-Lease of Willingboro | - | - | 70,000 | 70,000 | - |
| Unanticipated | - | - | - | - | - |
| Other Income Total | 13,020,932 | 12,810,631 | 12,822,061 | 13,126,019 | 12,908,959 |
| Total Revenues | \$ 47,055,569 | \$ 47,987,169 | \$ 49,662,033 | \$ 51,538,498 | \$ 52,872,355 |
| | | YoY COLA Increase: | 2.0% | 2.0% | 2.0% |
| Expenses | | | | | |
| Salary FT | 16,442,356 | 16,856,907 | 17,053,330 | 17,394,397 | 17,742,285 |
| Taxes & Benefits | 9,841,022 | 10,028,816 | 10,555,545 | 11,188,878 | 11,860,210 |
| Adjunct Faculty | 5,802,433 | 5,567,140 | 5,670,132 | 5,834,566 | 6,065,032 |
| Contracted Services & Agreements | 2,796,605 | 3,066,366 | 3,158,357 | 3,253,107 | 3,350,701 |
| Facility | 1,983,279 | 1,925,841 | 1,829,549 | 1,866,140 | 1,903,463 |
| Miscellaneous | 1,515,053 | 1,536,534 | 1,567,264 | 1,598,610 | 1,630,582 |
| Salary PT | 1,347,543 | 1,378,571 | 1,406,143 | 1,434,266 | 1,462,951 |
| Utilities | 1,479,780 | 1,191,815 | 1,132,224 | 1,154,868 | 1,177,966 |
| Supplies & Equipment | 505,584 | 739,341 | 1,139,341 | 1,162,128 | 1,185,370 |
| Overload | 776,109 | 746,622 | 761,554 | 784,401 | 807,933 |
| Printing & Public Relations Event | 197,142 | 267,570 | 272,922 | 278,380 | 283,948 |
| Travel & Transport | 185,066 | 233,061 | 237,723 | 242,477 | 247,327 |
| Memberships & Conferences | 174,965 | 177,788 | 181,344 | 184,971 | 188,671 |
| Student Wages | 141,977 | 127,500 | 133,875 | 140,569 | 147,597 |
| Telephone | 129,041 | 121,490 | 123,920 | 126,398 | 128,926 |
| Matching Codes | 92,676 | 101,715 | 103,749 | 105,824 | 107,941 |
| Capital Equipment | 29,898 | - | - | - | - |
| Total Expenses | \$ 43,440,531 | \$ 44,067,079 | \$ 45,326,973 | \$ 46,749,980 | \$ 48,290,901 |
| Debt Service | | 3,890,656 | 4,584,943 | 4,549,167 | 4,551,175 |
| Reserve Target (3% of expense budget) | | 1,322,012 | 1,359,809 | 1,402,499 | 1,448,727 |
| FY-Beginning Fund Balance (proj.) | | 2,232,802 | 2,262,237 | 2,012,354 | 2,251,705 |
| FY-Ending Fund Balance (proj.) | | 2,262,237 | 2,012,354 | 2,251,705 | 2,281,983 |
| Surplus / (Deficit) vs. 3% Reserve Target | | 940,224 | 652,545 | 849,205 | 833,256 |

CONCLUSION

As soon as the peer review team completed their outbrief to the college community and departed the campus, Rowan College at Burlington County (RCBC) set to work to fill in the gaps and remedy the deficiencies identified by the visiting team. This immediate effort focused on external research regarding best practices for Title IX implementation and operational unit reviews, along with internal conversations regarding assessment of academic and administrative units, budget processes, and fiscal resources. With the decision by the Middle States Commission on Higher Education that RCBC did in fact meet the criteria for Standard V, Requirements of Affiliation 8 and 11, and Compliance with Accreditation-Relevant Federal Regulations, and upon receipt of the Commission's action of non-compliance warning at the end of June, the Monitoring Report Steering Committee was assembled. These subject area experts were charged with leading the effort to demonstrate compliance with Standards for Accreditation II and VI and Requirement of Affiliation 5.

In the ensuing months, key personnel from the Office of Public Safety, Student Support and Human Resources worked diligently with the Title IX Coordinator to effect the myriad improvements to RCBC's Title IX processes and procedures described in Chapter 2. As discussed in Chapter 3, multiple members of the college community worked with the Compliance, Assessment and Research (CAR) team to fast-track their institutional unit assessments using the newly created and vetted template. Others served as the first units to complete operational unit reviews. The Executive Director of Finance and Human Resources in partnership with the Business Manager took the lead in ensuring that financial and budget processes were aligned with mission, goals and objectives and evidence-based. The College President, Senior Vice President of Administration and Operations, and Board of Trustees' Chair met with the County of Burlington's Finance Director and Freeholders to advocate for additional funding for the college.

The commitment and determination by the Rowan College at Burlington County community to remedy areas identified by the Middle States Commission on Higher Education cannot be overstated. Throughout this Monitoring Report, the College has provided an honest and forthright discussion and appraisal of the efforts that the institution has undertaken to demonstrate compliance with all applicable federal, state, and Commission policies and regulations (Standard II and Requirement of Affiliation 5), especially those related to Title IX; clearly stated unit-level objectives, which are linked to mission and reflect conclusions drawn from assessment results (Standard VI); financial planning and budget processes that are aligned with mission, goals and objectives and are evidence-based (Standard VI); and adequate fiscal and human resources to support operations (Standard VI). Regarding the institution's financial health, Rowan College at Burlington County continues to focus on stabilizing finances, growing value-added initiatives, and being more strategic on its path to becoming fiscally autonomous. Implementation of these actions position the College well in its efforts to demonstrate compliance with the Middle States Commission on Higher Education Standards for Accreditation and Requirements of Affiliation.