# Camden County College

# 2017–18 Self-Study Design

## *Focusing on Student Success*

# President Donald Borden

**Submitted August 3, 2016**

**v. 3**

**Camden County College**
**Self-Study Design**


This Self-Study Design describes how Camden County College will prepare and benefit from our decennial self-study.  This design will outline for the College community the value that a systematic evaluation and analysis will have for continuous institutional improvement. Providing direction to the working groups, the document will guide the groups in analyzing College processes and performance, and inform the institutional needs and priorities to be addressed.


**Self-Study Design Sections**
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**Institutional Overview**

**ABOUT THE COLLEGE**

Camden County College is one of the largest, comprehensive community colleges in New Jersey and is a vital resource for transfer education, workforce training and cultural events in the surrounding region. Its three distinct locations in Blackwood, Camden and Cherry Hill share a common mission of providing accessible, affordable higher education and workforce training. Founded in 1967 in Blackwood, New Jersey, Camden County College expanded its offerings in the city of Camden in 1969, and was later awarded campus status in Camden City in 1991. Camden County College's third permanent location, the William G. Rohrer Center, opened in 2000 in Cherry Hill, New Jersey and remains a convenient location for students in the northern part of Camden County to enroll in courses and workforce training.

In May 2005, Camden County Freeholders approved an $83 million capital initiative to rebuild the Blackwood Campus, enabling the College to fund its Facilities Master Plan. The first phase of this project included refurbishment of the busiest classroom building, Madison Hall and construction of the new Connector Building, a facility linking it with the Community Center. The Connector Building provided the College with an attractive atrium and auditorium, Civic Hall, as venues for speakers, meetings and cultural events. Subsequent phases of the Master Facilities plan focused on creation of roads, grounds and athletic fields.

In 2011, Camden County transferred administration of the Camden County Regional Emergency Training Center (RETC) to the College. The RETC is located in Lakeland, minutes from the main campus in Blackwood. The RETC is a state-of-the-art site that houses the Camden County Fire Academy and Camden County Police Academy. In addition, Camden County transferred administration of all non-credit adult training offered at the Technical Institute of Camden County in Sicklerville to the College. This development brought all County-funded, postsecondary, non-credit education under the supervision of the College. Access to these facilities provides the College with the opportunity to offer high-skill, in-demand, non-credit occupational training to students with funding support from the various County and regional police and fire districts as well as our County's One Stop Career Center.

The last phase of construction and renovation from our ten-year Master Plan began in 2012 with the opening of a 107,000-square-foot health science building, Kevin G. Halpern Hall for Science and Health Education. This new facility contains 26 general classrooms, dedicated laboratory preparation space, ten biology labs, five chemistry labs and a physics lab. These laboratories house courses in biology and chemistry as well as specialized courses in microbiology, cell biology, instrumentation and tissue culturing.  In addition to the science labs, there are specialized health career laboratories for Laboratory Science, Veterinary Science, Surgical Technology and Dental programs. The Dental Clinic is housed on the first floor of the building, increasing capacity by approximately 25 percent. This additional space allowed for an increase in class size for both the Dental Hygiene and Dental Assisting programs and has enabled the clinic to serve more patients annually. The first floor also contains a demonstration kitchen that is used by both Dietetic Technology and Hospitality students. The building contains a large café that serves as a lounge for students and a waiting room for the dental patients as well as offices for two deans and 28 faculty members. Throughout the building, open spaces are designed for student studying and quiet conversations. Since its opening, Halpern Hall has become a vibrant center for teaching and learning as well as for studying and socializing.

In June 2015, the newly-renovated Taft Hall opened as a One-Stop Student Services Center to address gaps in student services identified by our students, teachers and staff. This three-story, 45,000 sq. ft. facility was designed to assist students through admission, career planning, academic advising, student clubs and activities, veterans support, financial aid, and registration. The renovated facility originally called for classroom space on the first floor.  Once opened, the one-stop concept was so successful that the College decided to bring all tutoring and learning labs to the first floor. This final renovation expanded the one-stop concept beyond admissions and registration to a comprehensive student services and support facility.   The opening of the newly renovated student services building completed the last phase of our original ten year Facilities Master Plan. Under the guidance of our new President, the College has begun work toward our next Facilities Master Plan.

The 2010-2015 Strategic Plan for Camden County College was developed in collaboration with the College's community partners with the purpose of guiding the college community through the next five years based on assumptions realized from planning process. The Strategic Plan was aligned with the vision, mission and goals to focus on providing a quality student centered education. The plan entered its final year of implementation in 2015, at the same time our President announced his retirement. After much discussion, it was decided that it would be best for the College to extend the current Strategic Plan to 2016 to allow the new President time to work with the Board to fully evaluate the outcomes of the last Strategic Plan before moving forward with a new plan. Year six of the Strategic Plan has been one of evaluation and planning. The following summary highlights our assessment of the 2010-2016 Strategic Plan and how it will inform our next Plan.

The work accomplished during the 2010-2016 Strategic Plan advances the College's core mission to *provide accessible and affordable education including associate's degree programs, occupational certificate programs, non-credit courses and customized job training.*

**Strategic Goal 1- Ensure Teaching Quality and Student Success**

Goal 1 inspired a campus-wide initiative involving the Offices of Academic Affairs, Enrollment & Student Services, Continuing Education and Finance & Planning in generating over 100 initiatives during the course of the six-year period aimed at ensuring teaching quality and increasing student success. Under the leadership of the Vice President for Academic Affairs and the academic deans, faculty and staff led the charge to improve teaching and learning with the goal of improving student success. Highlights of our accomplishments include partnerships and articulation agreements with numerous two and four- year partners, including Nanyang Medical School in China, Rutgers University, Rowan University, NJIT, Fairleigh Dickinson University, Drexel University, Temple University, Immaculata University, New Jersey City University, Delaware Valley University, Holy Family University, and Seton Hall. These partnerships resulted in articulation agreements and degree completion programs in a wide variety of high demand fields such as the BSN degree with Rutgers-New Brunswick, Business and Liberal Arts BA

degree completion with Rutgers Camden, and dual admission agreements leading to scholarships and reduction in tuition with Wilmington College and Delaware Valley University.

Working in close collaboration, faculty and staff reviewed, revised and implemented numerous college policies and procedures aimed at increasing student success such as the revised prerequisite drop procedure and redesigned degree audit, which is now used by students as a roadmap towards completion. In addition, advising initiatives such as an early alert system, helped to identify struggling students and increase their use of support services. Initiatives such as the iPowers grant provide math support to pre-college students. Project Connect provides more hands on faculty advising and additional support needed to improve student success. Programs such as the E.D.G.E. Women's Mentoring and the Men's Empowerment Leadership Symposium were initiated to teach students study tips, techniques, and networking skills. In addition the College initiated a collaborative initiative between academic and student services to create a student mentoring program, providing an opportunity for students to connect with faculty and staff.

Non-credit partnerships with online learning vendors such as Ed2Go and Gatlin Education were offered to provide more diversity in short-term occupational online training. Faculty who teach online credit courses created a Distance Education Users Group to highlight best practices and help resolve issues in teaching online students. In response to identified need for professional development, an Instructional Designer was hired and utilizes Quality Matters to orient and train faculty in best practices in online course construction. Best practices are now used in the development of standardized course shells and are shared with faculty in workshops and training.

In collaboration with the other nineteen community colleges in New Jersey, an exhaustive audit was conducted of our General Education courses to ensure general education courses met student learning outcomes standards developed collaboratively with the NJ Council of County Colleges. In addition, Camden County College participated in the NJ Council initiative to standardize core student learning outcomes for the top ten enrolled general education courses. The College integrated Information Literacy student learning outcomes in core general education courses to assist programs in meeting their

Information Literacy requirement, as assessed in their Curriculum Maps. A new course, CSC-102 Information Literacy in a Digital Era, was introduced in 2014 to offer a course focused on teaching information literary skills. The library staff continues to work with faculty to develop classroom assignments to foster and assess information literacy. In addition to the five-year Academic Program Reviews, departments are now provided with course completion rates for discussion and analysis. Since 2010, significant gains have been made in course completion rates based on a college-wide initiative to improve student success. Moving forward, the College has identified the need to *prioritize student completion and student success* while recognizing the additional need *to enhance college readiness initiatives with our local high schools.*

**Strategic Goal 2**- **Expand the Future of Technology in Education**

The College made significant advances in the deployment and usage of technology to better serve the students and the community. The College strategically utilized Perkins funding to upgrade Career and Technical Education (CTE) program classrooms to free up funds to support non-CTE classrooms. Working with departments across the institution, these efforts yielded numerous technology enhancements including a new content management system (CMS) to manage the College website, implementation of the R-25 Integrated Event Scheduling Program to track usage and optimize utilization of campus facilities, increased social networking initiatives through Facebook, Twitter, Instagram and YouTube, website enhancements to ensure the College compliance with ADA standards, development of the Camden County College iTunes University storefront with podcasts reaching nearly 23,000 students world-wide, expanded wireless access points on all campuses, upgraded classroom technology and network infrastructure. As we move forward, we will continue to *prioritize the enhancement of technology infrastructure* in order to support our many student and administrative initiatives.

**Strategic Goal 3**- **Develop a Facilities Transformation Plan**

A comprehensive and fiscally responsible Facilities Master Plan was completed and a Development Committee with Camden County and Gloucester Township was formed. It was recommended that future master plans be conducted by outside educational development experts to

maximize the value of the next plan. Multi-million dollar capital investments from the State and County resulted in improvements to signage, landscaping, classroom space and facilities at all three locations. Significant construction projects were completed including the Kevin G. Halpern Hall for Science and Health Education, Taft Hall, the redesigned Student Services building, the Camden and Blackwood Bookstores, the College "Ring Road" and a new greenhouse.  Safety and Security enhancements include increased surveillance capabilities, updates to the emergency operations manual and the emergency communication system, and the implementation of a Cougar Call system that sends messages directly to student phones.  As we embark on our new Strategic Plan, the Board and College community have *prioritized the need to asses facility needs in Camden and Cherry Hill as well as Blackwood while developing its next Facilities Master Plan.*

**Strategic Goal 4- Enhance Workforce Development**

Since 2010, the College's credit and non-credit units increased collaboration to provide opportunities for seamless transition between non-credit certificate programs and credit programs. Collaboration with county, state, and federal departments including the Camden County Workforce Investment Board, the NJ Department of Labor and the US Department of Labor resulted in numerous job training initiatives during the 2010-2016 Strategic Plan time period. A major accomplishment included the development of a more organized system to assess work for the awarding of academic credit.  Once a non-credit program or credential is evaluated, this information is available to students on our website. This greatly enhanced consistency of awarding credit and increased numbers of students seeking our credit programs in related career clusters.   Highlights across the past six years include the awarding of credit for non-credit courses in the Fire Academy, Automotive Technology, Certified Medical Assistant, Electrical, HVAC, Plumbing, and Veterinary Technology.  As a result of increased collaboration between credit faculty and non-credit instruction, the College now offers a credit Certified Nurse Aide course that was once a non-credit offering.   Similarly, the technology areas developed several dual enrollment certificates for non-credit to credit students.  The College received a USDOL TAACCT grant for 2.5 million dollars to provide training to displaced workers in advanced manufacturing and engaged in a State

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Energy Sector Partnership to train unemployed persons in the field of solar technology. Other highlights include providing unemployment training to dislocated workers through the NJ Reemployment and Eligibility Assessment Program and implementation of the NJBIA training grant to provide training in MS Office Suite, Verbal and Written Communications and Customer Service.   As we look to the future, the College has identified *Workforce Training with Business and Industry as a priority* to build revenue in its current and future fiscal climate.

**Strategic Goal 5- Develop an Integrated Support Services Agenda**

Through renovation and reallocation efforts, the College was able to expand and update the tutoring and study spaces on campus. Through collaboration between Academics and Student Support Services, the student support services agenda was reimagined and more closely integrated with Academic Affairs to support student success.  Highlights include expanded learning lab space and additional skills labs in Math and Writing skills.  Through a partnership with American Water, the College repurposed existing space in our CIM building for STEM majors to provide space for studying, tutoring, mentoring, advising, and career counseling.  The College has increased activities for students in Honor Societies including Kappa Delta Pi, Psi Beta, and Phi Theta Kappa and has begun recruiting members to act as student ambassadors/peer guides at various institution sponsored events such as Student Orientation and as Tour Guides for Open Houses. The College established an Honors Program and has since developed partnership agreements with Rutgers University for direct transfer from Camden County College to the Rutgers Honors Program.  The College revitalized the athletics program and increased athletic activities for students in men's and women's cross-country, women's golf, men's wrestling, women's tennis and a variety of intermural programming. The Student Life and Activities' Office offered a variety of events including a day of service in honor of Dr. Martin Luther King and provided enhanced services for disabled and international student populations. The College worked with private donors and the County to better serve veterans through enhanced advising and support services, earning the College the designation of a Military Friendly School.  Enhanced services for enrollment management include cross-training of enrollment service staff, expanded weekend support and increased advisement. By opening the newly

renovated Taft building, the College now offers students a one-stop student service and support experience equipped with a Welcome Center and well-trained personnel to assist students during the registration and enrollment process. *Given the College's downward trend in enrollments since 2010, recruitment, enrollment management and academic support remains a high priority to maintain and grow enrollments as well improve our completion rates.*

**Strategic Goal 6- Develop College Readiness Strategies for High School Students and Adults in Transition**

The Division of School and Community Academic Programs (SCAP) and the Enrollment & Student Services department led initiatives that positively impacted thousands of new and potential students by increasing college readiness through several outreach programs including New Student Orientations, Program Outreach connecting local Camden County High Schools students to the College, and presentations to potential NJSTARS students. The College offered courses in Camden County High Schools in areas such as Criminal Justice and Computer Systems Technology, expanded the partnership with Camden City School District and Gateway to College National Network to enroll and graduate high school dropouts, offered skill preparation and college-level courses to high school students through the 21st Century Grant for Tech Schools and offered numerous skill prep courses including iPowers, ESL, and Accuplacer test prep at various high schools in the County. The College was awarded a College Readiness grant from the NJ Council of County Colleges to provide Accuplacer testing with a diagnostic component to high school students to increase college readiness. As a result of these initiatives, the College increased the number of dual credit courses offered at 39 local area high schools in the County and increased the overall yield of high school students entering Camden County at many of its schools. *Working with our area high schools to improve college readiness at all high schools in the County remains a high priority over the next few years.*

**Strategic Goal 7- Ensure Accountability to the Public**

The Office of Institutional Research, working with numerous departments across the College has increased access to data and continues to work with user groups to increase transparency and better serve

the faculty, students and community. Administrative units across campus have continued to upgrade their systems to better serve the students and improve efficiencies across campus. Improvements include enhanced integrity and reliability of student and financial reporting by creating database rules to enforce quality assurance and minimize data entry errors, the development of a schedule of audit reports to identify missing or erroneous data within Enrollment and Student Service data and the adoption of Informer, a new reporting tool, to improve readability, clarity, and transparency of data reporting. In addition, all employees are now required to complete Title IX training. The website has been updated to inform students and staff about training and procedures to comply with regulations. During the development of the Periodic Review Report, the College created a centralized webpage to comply with *HEOA's Consumer Information* and *Student Right-to-Know* regulations. The College continues to value integrity, transparency and accountability to the public and will continue to assess and improve systems to ensure the public of its stewardship.

**Strategic Goal 8- Encourage Broader Community Engagement**

The College established itself as a hub for cultural diversity and community engagement by providing numerous educational and socially enriching programs for the residents of Camden County. The Center for Civic Engagement and Responsibility offers a variety of programs ranging from lectures on social and cultural issues to historically significant events impacting society from ancient to modern times. The College also offers a vast array of events in support of culture and the arts and provides a venue for community events such as children's theatre with the Mainstage organization. Initiatives designed to enhance community engagement have resulted in teacher training programs on autism and intellectual disabilities, collaborative partnerships with the University of Pennsylvania, the NJ Aquarium and the Franklin Institute as well as newly acquired partnerships with the Camden County Cultural Heritage and Historical Commissions. To address low participation, reduce costs and enhance collaboration, the College recently formed an Arts, History, Culture and Enrichment Advisory Committee to improve programming the extensive number of offerings at the College and maximize resources. The College also grants access to our facilities to its community partners for meetings and training and will

continue to work with local arts and cultural groups to offer a comprehensive offering of arts, music and cultural events to engage the community.

**Strategic Goal 9- Promote Entrepreneurial Activities**

Approximately $1.25 million dollars in donations to fund scholarships have been secured through the work of the College Foundation during the 2010-2016 Strategic Plan. In addition, the College continues to explore ways to expand its revenue streams through facility rentals and commercial development with potential investors.  Highlights in entrepreneurial fundraising  activities since 2010 include a partnership with the Rohrer Foundation and Rowan University to establish the Rohrer Business Scholars Program,  a quarter of a million dollar pledge from the Rohrer Foundation to fund scholarships to Camden County public high school graduates and our annual donor reception for scholarship winners. Moving forward, the College plans to *prioritize private giving and enhance activities to build revenue through public and private fundraising.*  The College has identified its holdings of approximately 75 acres of land on the Blackwood Campus as a potential revenue stream and will continue to seek out opportunities to cultivate potential investors.

**Strategic Goal 10- Enhance Institutional Assessment Activities**

The College has committed to cultivate and sustain a culture of institutional improvement. Numerous internal and external presentations were made related to the assessment of academic and non-academic units to improve student learning and increase institutional effectiveness. In an effort to create an organizational structure to better support institutional effectiveness, the College created an Office of Institutional Effectiveness and Planning (IEP) with an Executive Director overseeing the unit.  The IEP office was created to prioritize ongoing efforts to enhance institutional assessment and institutional improvement activities. Highlights of activities to advance institutional effectiveness include presentations on Best Practices in Assessment at the Middle States Annual Conference, monthly assessment meetings with Academic Deans to review assessment activities, and faculty and staff attendance at professional development opportunities including the NJ Assessment Consortium and Middle States Commission on Higher Education (MSCHE) sponsored workshops. The College

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successfully submitted its MSCHE 2013 Program Review Report resulting in continued accreditation for the institution. The subsequent purchase and implementation of TK20 assessment management system continues to train faculty and staff in inputting data to better organize our reporting systems.  The College hired a new Dean of Institutional Research, who supports the initiative to promote our Institutional Effectiveness Plan by communicating dashboard indicators to the Board and College community in order to keep everyone informed of our progress in institutional improvement.  Following a year-long discussion and evaluation of all of our planning documents, including evaluation of 2010-2016 Strategic Plan, the College community became engaged in a variety of assessment activities to inform future planning. *The College has a continued need to prioritize institutional improvement through evaluation throughout the institution.*

In spring 2015, a Town Hall meeting of stakeholders from outside the College provided feedback to assist us in establishing our priorities for the next Strategic Plan. As the executive team analyzed feedback from our Town Hall, surveys and planning documents, we chose to organize our new Strategic Plan around four Institutional Pillars - Access, Affordability, Student Success and Resources. These Institutional Pillars will serve as our major themes to structure the study process and to develop our new Strategic Plan. Before the next Strategic Plan can be fully developed, however, the College community had to engage in a review of its vision, mission and goals.  With a year-long review completed, the Board approved its new Vision and Mission and Goals in June 2016. With a new President in place July 1, 2016, and a new vision, mission and goals approved, the College is positioned to move forward with its next Strategic Plan 2017-2021.

**Recent Developments**

As we prepare for Self-Study, we reflect on the major developments that will affect us moving forward.   Most significant to the College has been our drop in enrollments since our peak in headcount in FY09 from 23,399 students down to the FY15 headcount of 18,506. This downward spiral in headcount has had a direct effect on our operational budget and has been the single most significant factor affecting

decision making at the College. Each year since 2010, budget cuts have been made and new sources of revenue have been developed.  Our analysis of the enrollment drop identified several factors, among them decreasing numbers of high school students due to an aging Camden County, changes in the rules to maintain eligibility for our financial aid students, and increased competition coming from area colleges and universities to attract students from Camden County. This new competitive environment has pushed Camden County College to "step up" its marketing and advertising strategies in order to better sustain our enrollments.

A positive outcome of the enrollment drop has been the development of a renewed sense of efficiencies out of necessity.  Every unit of this College is evaluated for efficiencies and many operational and staffing changes have been made to reduce cost and increase revenues, while improving service.  The College now realizes the value of its land as a significant source of revenue through leasing of rooms and buildings. Over the past six years, we developed leasing partnerships with three secondary schools and a regional educational resource center.  One of our healthcare partners, Cooper University Hospital, opened a primary care center on our campus. Within six months of opening, they expanded the facility to provide for veterans in a behavior health clinic. This new partnership will provide a valuable service to our students and the community at no cost to the college.  Most important has been our commitment to not raise tuition.  As a result of County support, we were able to hold tuition steady for a third year.  Not raising tuition was a major goal in order to keep the cost affordable in this very competitive environment.

Organizationally, the College continues to experience great change. Our President Raymond Yannuzzi announced his retirement fall 2015.  Our Board of Trustees' selected Mr. Donald Borden as the fifth President of Camden County College, effective July 1, 2016. Since 2013, Board membership has experienced many changes, including the appointment of our new Board Chair, Mr. John Hanson.  These new changes in membership have brought new perspectives to the Board along with new ideas and excitement for the future. The current Board of Trustees reviewed the Mission, Vision and Goals with an eye on the future and recently approved a new, more succinct mission, vision and goals focused on

institutional improvement.  As a College, we remain highly motivated to improve our efficiencies while improving student success and completion.

**Moving Forward: The College's Four Pillars of Institutional Effectiveness**

**Access**

Access is a broad category that includes access from high school, access for students who are not college ready, and access for non-traditional adults.  Outcomes to be evaluated include: enrollment outcomes by credit, headcounts, location, age, and demographics of race, gender, and age. Access to four year schools is examined through the lens of transfer agreements, dual admission and degree completion. Community outreach access is examined through non-credit occupational and enrichment programs, as well as access to the arts and cultural offerings. Access to workforce development, non-credit occupational skills courses and enrichment courses are also examined.  Access also includes ability to serve a diverse student body, including those needing English and Math development, those with intellectual or physical disabilities, those who are college-ready or use English as their first language. Affordability of college at all points of entry is a factor that affects access and will be a discussed as its own pillar.

**Affordability**

Students who cannot afford tuition and fees will not come to the College. Many students who cannot complete or do not complete a financial aid form will not be able to afford college. Students who are unemployed or underemployed and cannot afford workforce training will not be able to benefit from our workforce training.  Affordability is a pillar of its own because unless the programs are affordable, students will not be able to benefit from them.  As a community college, affordability is a highly valued attribute that must be achieved or the College will not function.   That said, affordability is assessed through the many lenses of a diversity of constituents.   Tuition and fees are assessed and measured against the benchmarks of the county colleges, the state and our peer group.  Beyond tuition and fees, however, our ability to offer programs in high schools, adult basic skills, workforce training, and

enrichment programs at an affordable rate that encourages students and the community to attend is examined.  We examine our ability to offer financial aid and reduce student default rates through various workshops and training.  Camden County College continues to prioritize the need to offer programs that are affordable in order to achieve our mission of offering access to a quality and affordable education.

**Student Success**

Since the 2013 Periodic Review Report, Camden County College has focused intensely on student success and being a student-centered institution.  The College measures student success through retention indicators, completion rates in courses, programs, certificates and degrees and transfer rates for both degree completers and non-completers.  The College evaluates student learning through analysis of student learning outcomes in general education and in degree programs.  Student success is supported at the classroom level with student services provided both inside and outside the classroom. The evaluation of student support initiatives helps identify strategies that are more and less successful, identifying best practices to be brought to scale. Camden County College has engaged the faculty and staff in a variety of efforts to improve student success from promoting college readiness in the high schools to enhancements in our learning labs, our tutoring center and our facilities.

**Resources**

Monthly monitoring of our financial institutional indicators is critical in order to keep the cost of attendance down and tuition affordable. Over the past two years, we have stepped up monitoring of our indicators and have adjusted our benchmarks based on actual audited credit declines. As we monitor revenue and expenditures, our Board reviews summaries via the quarterly reports. The President communicates the State-of-the College at the monthly Faculty Assembly meetings and more often, communicates in writing to the College community or in person at Town Halls.  Examination of our resources includes an analysis of revenue by source as compared to expenditures by source. Over the past six years, Camden County College has assessed expenditures of every unit of the College in order to determine ways to reduce spending. As revenue from both state and county sources continues to vary, it is important to expand our ability to raise money through grants and the Foundation.  In addition, the

College is studying its ability to increase revenues from leasing buildings and other entrepreneurial activities. Most importantly, the College continues to examine and analyze our ability to project revenues and adequately build budgets to support our activities.

**An evaluation of the 2010-2016 Strategic Plan has identified the following College priorities:**

- Improve student retention, student completion and student success
- Enhance recruitment and enrollment management.
- Improve accessibility through enhanced college readiness activities with area high schools
- Address physical and information technology infrastructure needs
- Complete the new Strategic Plan and Master Facilities Plan, while updating other College Planning documents.
- Expand Workforce Training initiatives with Business and Industry.
- Improve college readiness through partnerships with additional high schools.
- Build revenue through enhancements in public and private fundraising.
- Support institutional improvement through expanded institutional effectiveness activities

**New Vision, Mission, Values, Goals (Approved by BOT June 3, 2016)**

**Vision:**

> Camden County College will be a gateway to opportunities for students to achieve their full potential and to meet their academic and career goals.

**Values:**

- Academic excellence
- Accountability
- Goal attainment
- Integrity
- Respect for individuals
- Student-centered (focused) decision making
- Student learning

**Mission:**

> Camden County College is committed to the success of a diverse student body through collaborative engagement that provides high quality, accessible and affordable education. The College is responsive to the needs of the community through continuous enhancement of its programs and services.

**Goals:**

> To accomplish its mission, Camden County College will continually assess institutional improvement through the evaluation of the following goals:
> - Provide accessible and affordable educational opportunities
> - Foster student success through high-quality learning experiences and support services.

- Respond to the needs of the regional labor force, collaborative partners and community members.
- Develop and manage institutional resources focused on supporting student success and organizational effectiveness.

**Goals as they relate to the MSCHE Standards**

| PROPOSED NEW GOALS<br>To accomplish its mission, Camden County College will continually assess institutional improvement through the evaluation of the following goals: | Standard I: Mission and Goals | Standard II: Ethics and Integrity | Standard III: Design and Delivery of the Student Learning Experience | Standard IV: Support of the Student Learning Experience | Standard V: Educational Effectiveness Assessment | Standard VI: Planning, Resources, and Institutional Improvement | Standard VII: Governance, Leadership, and Administration |
|---|---|---|---|---|---|---|---|
| Provide accessible and affordable educational opportunities | X | X | X | X | X | X | X |
| Foster student success through high-quality learning experiences and support services. | X | X | X | X | X | X | X |
| Respond to the needs of the regional labor force, collaborative partners and community members. | X | X | X | X | X | X | X |
| Develop and manage institutional resources focused on supporting student success and organizational effectiveness. | X | X | X | X | X | X | X |

**Existing Data and Reports**

Data are organized so they are accessible by the Self-Study Working Groups, with all items available on the College's network Share Drive. Evidence available includes prior submitted MSCHE reports, data supporting Indicators of Effectiveness, minutes from all governance meetings, the student handbook, faculty instruction guide, previous information available for the HEOA requirements and the Verification of Compliance report. The MSCHE Institutional Profile, NCES data site that provides accessible IPEDS data all will be utilized.

**Expectations for the Future**

Our expectations for the future are grounded in our goals for success. We are working to establish a new normal within our enrollment patterns. We are focusing our efforts on evaluating enrollment management strategies that support our mission and goals. Equally important is our focus on improving student outcomes and retention through enhancements in student learning and support. We are mission driven to provide clear pathways with wrap around supports to help students succeed. We will continue to

establish our priorities and work toward appropriately funding to support student success.  We envision ourselves as a leaner organization, realizing the importance of partnerships.   Partnerships provide a strategic way to do more with less. Our partners bring expertise and resources which allow us to do what we do best, educate students.  As we look forward to the future, we must choose our partners wisely, seeking out partners that bring value to the college experience and/or revenue to the college. Most important, we strive to be a transparent and accountable institution. Self-Study will help us reflect on our strengths and identify our gaps so that we can be an effective institution and stay true to our mission, vision and goals.

**Model for the Self-Study**

Camden County College's self-study process will focus on the revised Standards for Accreditation and Requirements of Affiliation (2014).  Camden County College will implement a comprehensive self-study model.  Camden will organize eight Working Groups; one aligned for each of the seven Standards and one for the MSCHE and Federal requirements.  Each Working Group will focus on its standard and review the criteria under the standard.  The Working groups will examine the criteria to guide their study, data collection, analysis, report and recommendations.   Working Groups will identify evidence that clearly demonstrates how the institution is meeting the criteria, analyze the evidence collected, and provide a summary of findings and recommendations based on those findings.

**Intended Outcomes of Self-Study**

Camden County College's Self-Study process will inform institutional planning and renewal processes, ensuring the Self-Study will be useful and meaningful.  This Self-Study will:

- Demonstrate Camden County College compliance  Middle States Standards of Accreditation and has processes in place to assure continuous improvement in the attainment of the College's vision, mission, and goals.
- Document the College's organized periodic assessment practices used to evaluate effectiveness of College processes and procedures supporting criteria for each Standard. Identify challenges, opportunities and recommendations for improvement in the use of institutional assessment results.
- Examine specific student achievement measures, including retention, graduation, and placement and employment, and make recommendations to improve such rates.

- Utilize Self-Study findings to inform decision-making, to identify specific opportunities and challenges with the goal of focusing on student success.

Camden County College will use the self-study process to discover areas of strength and weakness, to make appropriate recommendations, and to implement those recommendations to enable an institution to achieve its mission and goals. The Self Study will aid in establishing priorities and use planning, assessment, and accreditation to help realize the benefits of continuous quality improvement. Camden County College's Middle States Self-Study Team will compose an informed, useful document that will serve as a valuable tool for continuous institutional improvement and document compliance with the Middle States Standards of Accreditation.  Findings from the Self-Study process will be used to recognize and resolve challenges, providing an opportunity to inform planning and resource allocation, and identifying priorities for the institution moving forward.

## Communication and Cooperation across the Institution

Throughout the entire Self-Study process, the College community will be involved and informed of the work and progress of the Self-Study.  Communication will be encouraged among the Steering Committee, the Working Groups, the College's administration, and other constituencies including faculty, students, trustees, administrators, alumni, parents, employers, neighbors, and the wider community. Realizing the importance of communication and shared interaction, the campus community will have opportunities at various points in the process to learn about and respond to Self-Study issues and approaches, as well as to review the draft Self-Study.  The Community has been involved in the process thus far through an open invitation from the College President to participate on Working Groups, participation in town meetings, and utilization of technology to facilitate involvement and communication.  The Co-Chair of the Self-Study Team will present progress reports to the Faculty Assembly, which will be included in the minutes of governance.  The College's website houses a page devoted to MSCHE documents, and the College's network share drive provides a mechanism for all documents and evidence to be accessible. A communication plan has been established to ensure

information about the Self-Study process is appropriately communicated and that adequate feedback is received from key institutional stakeholders.

It is important that members of the College community participate in the Self-Study process; providing requested documentation and processes information.  In addition, College community cooperation will be fostered through discussion of Working Group report findings, as minutes from Steering committee meetings will be shared, and recommendations will be discussed at appropriate public meetings.

**Organizational Structure and Charge of the Steering Committee**

The Steering Committee is comprised of the Co-Chairs of each of the eight Working Groups. There was a deliberate decision in appointing one faculty member, and one administrative personnel as Co-Chairs of each working group, as appropriate.  Co-chairs were selected based on the broad perspectives and diverse service areas of the College.  The Co-Chairs serve as communication between the Steering Committee and the Working Group. Co-Chair responsibilities include keeping the group on appropriate timetable, conveying any needs for additional documentation or evidence that should be included in the Documentation Roadmap, facilitating drafting working group report, and working with Steering Committee on preparing final report.

Throughout the entire Self-Study process, the Steering Committee promotes communication among and between the Steering Committee, the Working Groups, College faculty, staff and administration, and other constituencies including the Board of Trustees.  The Steering Committee is responsible for submitting progress reports and  analyzing interim reports from the various Working Groups to determine whether the Self-Study topics have been adequately addressed; assumptions are clear; data support assertions about institutional performance; statistics are appropriately interpreted and discussed; and appropriate analyses and recommendations are included. The Steering Committee is responsible, under the leadership of the Co-Chairs to assemble and edit the drafts submitted by each of the Working Groups and to prepare the final Self-Study Report and related documents.

**Self-Study Steering Committee Members**

Co-Chairs

- Dr. Susan Choi, Assistant Professor I, Chemistry/Biotechnology/Forensics
- Dr. Margaret Hamilton, Vice-President for Academic Affairs, Institutional Effectiveness & Planning
- Dr. Vanessa O'Brien-McMasters, Executive Director, Institutional Effectiveness & Planning; Acting
- Susan Croll, Board of Trustees Member Members
- Maris Kukainis, Executive Director, Financial Administrative Services
- Sondi Lee, Assistant Professor II, Paralegal
- Kathleen Kane, Assistant Director for Human Resources
- Dr. Gail Stewart, Professor, Biology
- Dr. Nancy Raftery, Assistant Professor I, English
- Linda Drexel, Assistant Dean of Enrollment Services
- Dr. Christine Webster, Professor, English
- Dr. Teresa Smith, Associate Professor, Chemistry/Biotechnology/Forensics
- Martine Howard, Assistant Professor II, Language and Culture
- Rebecca Sheppard, Dean, Institutional Research and Planning
- Julie Yankanich, Assistant Professor II, English
- Dr. Kelly Jackson, Professor, Mathematics
- Dr. William Lavell, Acting Dean, Math, Science and Health Careers
- Dr. James Canonica, Executive Dean, Enrollment and Student Services
- Dr. Elena Bogardus, Associate Professor, Mathematics
- Diane Fauser, Executive Director of Accounting Services
- Klarisa Lantelme, Budget and Planning Analyst Support
- Dan Pisko, OIT Support
- Diane Staas, Administrative Support
- Student – To Be Determined

**Organization Structure and Charge of Self-Study Working Groups**

Working Group membership includes the Co-Chairs from the Steering Committee, along with faculty and staff throughout the College. The College community was invited by College President, Dr. Raymond Yannuzzi to participate on the Self-Study Team. Participants volunteered and/or were assigned to specific working groups based on the area of expertise or past experiences, to broaden perspective of each group.

Using the Standards for Accreditation, each Working Group is charged with conducting a general review and discussion of the standard. The Working Group will identify and gather evidence which will create an inventory of documentation (Documentation Roadmap) that supports the standard. A preliminary Documentation Roadmap containing essential documents of Camden County College is included at the end of this document. Working Group members will add additional evidence as needed. Working Groups will research each criterion listed under the standard, guided by the open ended questions outlined in this plan. In addition to the seven standards, an eighth Working Group will address

the Requirement of Affiliation outlined on pages 2-2 of MSCHE Standards Document, as well as requirements that call for compliance with Federal and State regulations, such as HEOA and Title IX. In addition, this working group will collect items required for the *Verification of Compliance with Accreditation Relevant Federal Regulations.*

Each working group will focus on its Standard and review criteria under the Standard. The Working Groups will seek evidence that clearly demonstrates how the College is meeting the criteria, analyze that evidence, and provide a summary of findings and recommendations based on those findings. Self-Study Working Groups are responsible to work collaboratively to address key issues associated with assigned standard. Each Working Group will write a chapter that provides discussion of the College's performance with respect to the assigned standard, mission, institutional priorities, and supporting documentation for all assertions. Working Groups will identify areas where the College has made progress and excelled. The Groups will also offer analysis of strengths, opportunities and challenges in relation to the Standard, the College Mission, and institutional priorities.

When reviewing the requirements for each of the Standards, Working Groups should approach the inquiry with the following guiding questions:

- What policies, practices, or supporting evidence demonstrate….
- Include evidence demonstrating the extent to which the College…
- What evidence demonstrates that …
- How does the College document…
- How are the …
- How do the…

**Self-Study Working Groups**

Working Group - Standard I – Mission and Goals
- Maris Kukainis, Co-Chair      Executive Director, Financial Administrative Services
- Dr. Jack Pesda      Professor, History/Political Science & Philosophy
- Daniel McMasters      Director, Testing
- Jennifer Craig      Administrative Assistant (Administrative Support)

Working Group – Standard II – Ethics and Integrity
- Sondi Lee, Co-Chair      Assistant Professor II, Paralegal
- Kathleen Kane Co-Chair      Assistant Director for Human Resources
- Kay Klotzbach      Associate Professor, Arts: Visual Performing & Communication
- Thomas Riddle      Assistant Professor II, Criminal Justice
- Lesley Fredericks      Assistant Professor II, English

| · Dorothy Brown | Assistant Professor II, Academic Skills Math |
| · Helen Erskine | Administrative Assistant  (Administrative Support) |

## Working Group – Standard III – Design and Delivery of Student Learning Experience

| · Dr. Gail Stewart, Co-Chair | Professor, Biology |
| · Dr. Nancy Raftery, Co-Chair | Assistant Professor I, English |
| · Greg Brellochs | Associate Professor, Visual Arts |
| · Scott Purdy | Director, Distance Learning |
| · Ann Kishbaugh | Librarian |
| · Dr. Renee Samara | Associate Professor, Sociology |
| · Bernadette Carlin | Associate Professor, Computer Information Systems |
| · Dr. Allyson Meloni | Assistant Professor I, Psychology |
| · Debra Slusarczyk | Assistant Professor II, Health Information Technology |
| · Michelle Barnhill | Administrative Assistant |

## Working Group – Standard IV –Support of the Student Learning Experience

| · Linda Drexel | Assistant Dean of Enrollment Services |
| · Dr. Christine Webster | Professor, English |
| · Jennifer R. Hoheisel | Professor of Philosophy |
| · Elise Favilla | Assistant Professor II, Language and Culture |
| · Ed Reynolds | Director, Business Office |
| · Eve Highstreet | Project Director, Title III - iPowers |
| · Regina Peters | E-Advisor |
| · Renee Pollard | Secretary, Student Services |
| · Gary Divens | Executive Dean - Camden |

## Working Group – Standard V – Educational Effectiveness Assessment

| · Dr. Teresa Smith, Co-Chair | Associate Professor, Chemistry/Biotechnology/Forensics |
| · Martine Howard, Co-Chair | Assistant Professor II, Language and Culture |
| · Jacqueline Beaman | Assistant Professor II, English |
| · Rosalia DeNardo | E-Learning Specialist, Distance Education |
| · Daniel Banks | Director, Ophthalmic Science |
| · Margo Venable | Dean, School & Community Academic Programs |
| · David Bruno | Assistant Professor II, English |
| · Randi Eisen | Title III-iPowers Navigator |
| · Lee Ann Havey | Administrative Associate |

## Working Group – Standard VI – Planning, Resources and Institutional Improvement

| · Rebecca Sheppard, Co-Chair | Acting Dean, Institutional Research and Planning |
| · Julie Yankanich, Co-Chair | Assistant Professor II, English |
| · Karl McConnell | General Counsel |
| · Helen Antonakakis | Executive Director, Finance and Planning |
| · Steve D'Ambrosio | Registration and Enrollment Services |
| · Mary Barbato | Administrative Assistant |

## Working Group – Standard VII – Governance, Leadership & Administration

| · Dr. Kelly Jackson, Co-Chair | Professor, Mathematics |
| · Dr. William Lavell. Co-Chair | Acting Dean, Math, Science and Health Careers |
| · Dr. James Canonica, Co-Chair | Executive Dean, Enrollment and Student Services |
| · Nancy Gartland | Assistant Professor I, Biology |

| · | Christa DiMaio Richie | Adjunct Instructor, English |
| · | Hillary Davidson | Junior Accountant |
| · | Elaine Flacco | Administrative Assistant |

Working Group – Verification of Compliance with Accreditation Relevant Federal Regulations & Complianc Regulations

| · | Dr. A. Elena Bogardus, Co-Chair | Associate Professor, Mathematics |
| · | Diane Fauser, Co-Chair | Executive Director of Accounting Services |
| · | Klarisa Lantelme Co-Chair | Budget and Planning Analyst |
| · | Bunny Kohl | Director, Student System Records |
| · | Felicia Bryant | Director, Financial Aid |
| · | Greg Bender | Director, Publications & Creative Services |
| · | Peggy Dorsey | Director, Veterinary Technology Program |
| · | Barbara Lombardo | Institutional Research |
| · | Cecelia Murphy | Legal Secretary |

**Guiding Questions for Each Working Group**

**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.

**Standard I Criteria – Guiding Questions for Mission and Goals Working Group**

What evidence demonstrates that the College's clearly defined mission and goals are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement?

- What policies, practices, or supporting evidence demonstrate the College's clearly defined mission and goals address external as well as internal contexts and constituencies?

- What evidence demonstrates that the College's clearly defined mission and goals are approved and supported by the governing body?

- How do the College's clearly defined mission and goals guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curriculum development, and the definition of institutional and educational outcomes?

- How do the College's clearly defined mission and goals include support of scholarly inquiry and creative activity, at all levels and of the type appropriate to the institution?

- How are the College's clearly defined mission and goals publicized and widely known by the institution's internal stakeholders?

- How are the College's clearly defined mission and goals periodically evaluated?

What evidence demonstrates that the College's institutional goals are realistic, appropriate to higher education and consistent with mission?

What evidence demonstrates that the College's institutional goals focus on student learning and related outcomes and on Institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission?

How does the College document periodic assessment of mission and goals to ensure that they are relevant and achievable?

**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.

**Standard II Criteria – Guiding Questions for Ethics and Integrity Working Group**

What policies, practices or supporting evidence validate that Camden County College demonstrates the following attributes or activities:
1. Commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights.
2. A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives.
3. A grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably.
4. The avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents.
5. Fair and impartial practices in the hiring, evaluation, promotion, discipline and separation of employees.
6. Honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications.
7. As appropriate to mission, services or programs in place:
   a. to promote affordability and accessibility, and;
   b. to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt.
8. Compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding:
   a. The full disclosure of information on institution-wide;
   b. assessments, graduation, retention, certification and licensure or licensing board pass rates;
   c. The institution's compliance with the Commission's Requirements of Affiliation;
   d. Substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion;
   e. The institution's compliance with the Commission's policies.
9. Periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these 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.

**Standard III Criteria – Guiding Questions for Design and Delivery of the Student Learning Experience Working Group**

What policies, practices, or supporting evidence document that Camden County College possesses and demonstrates the following attributes or activities:

1. Certificate and undergraduate programs leading to a degree or other recognized higher education credential, designed to foster a coherent student learning experience and to promote synthesis of learning.
2. Student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are
   a. rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies;
   b. qualified for the positions they hold and the work they do;
   c. sufficient in number;
   d. provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation;
   e. reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures.
3. Academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion.

4. Sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress.

5. A general education program, free standing or integrated into academic disciplines, that:

   a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field;

   b. offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives;

6. Adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third party providers.

7. Periodic assessment of the programs providing student learning opportunities.

**Standard IV: Support of the Student Learning 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.

**Standard IV Criteria;**
**Guiding Questions for Support of the Student Learning Experience Working Group**

What policies, practices, or supporting evidence documents that the College demonstrates the following attributes or activities:

1. Clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including:
    a. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds;
    b. a process by which students who are not adequately prepared for the study at the level for which they have been admitted are identified ,placed, and supported in attaining appropriate educational goals;

    c. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience;

    d. processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement.

2. Policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches.

3. Policies and procedures for the safe and secure maintenance and appropriate release of student information and records.

4. Athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs.

5. Periodic assessment of the effectiveness of programs supporting 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.

**Standard V Criteria – Guiding Questions for Educational Effectiveness Working Group**

What policies, practices or supporting evidence validate that Camden County College demonstrates the following attributes or activities:

1. Clearly stated student learning outcomes, at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission.
2. Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals.

Institutions should:

a. define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals;

b. articulate how they prepare students in a manner consistent with their missions for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals; and,

c. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders.

3. Consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses include some combination of the following:

a. assisting students in improving their learning;

b. improving pedagogy and curriculum;

c. reviewing and revising academic programs and support services;

d. planning, conducting, and supporting a range of professional development activities;

e. planning and budgeting for the provision of academic programs and services;

f. informing appropriate constituents about the institution and its programs;

g. improving key indicators of student success, such as retention, graduation, transfer, and placement rates;

h. implementing other processes and procedures designed to improve educational programs and services.

4. Adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third party providers.
5. Periodic evaluation of the assessment processes utilized by the institution for the improvement of educational effectiveness.

**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.

**Standard VI Criteria – Guiding Questions for Planning, Resources, and Institutional Improvement Working Group**

What evidence documents that Camden County College demonstrates the following attributes or activities:

1. Institutional objectives, both institution-wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation.
2. Clearly documented and communicated planning and improvement processes that provide for constituent participation and incorporate the use of assessment results.

3. A financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/objectives.
4. Fiscal and human resources as well as the physical and technical infrastructure are adequate to support the institution's operations wherever and however programs are delivered.
5. Clear assignment of responsibility and accountability.
6. Comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes.
7. An annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter.
8. Strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals.
9. Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.

## 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, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

## Standard VII Criteria – Guiding Questions for Governance, Leadership, and Administration Working Group

What evidence documents that Camden County College demonstrates the following attributes or activities:

1. A clearly articulated and transparent governance structure that outlines its roles, responsibilities and accountability for decision making by each constituency, including governing body, administration, faculty, staff, and students.
2. A legally constituted governing body that:
    a) serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution;
    b) has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities;
    c) ensures that neither the governing body nor individual members interferes in the day-to-day operations of the institution;
    d) oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by laws, and the assurance of strong fiscal management;
    e) plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution;
    f) Appoints and regularly evaluates the performance of the Chief Executive Officer;
    g) is informed in all its operations by principles of good practice in board governance;
    h) establishes and complies with a written conflict of interest policy designed to ensure that impartiality of the governing body by addressing matters such as payment for services,

contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest; and,
    i)   supports the Chief Executive Officer in maintaining the autonomy of the institution.

3.  A Chief Executive Officer who:
    a.  is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body;
    b.  has appropriate credentials and professional experience consistent with the mission of the organization;
    c.  has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission;
    d.  has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness.
4. An administration possessing or demonstrating:
    a. an organizational structure that is clearly defined and that clearly defines reporting relationships;
    b. an appropriate size and with relevant experience to assist the Chief Executive Officer n fulfilling his/her roles and responsibilities;
    c. members with credentials and professional experience consistent with the mission of the organization and their functional roles;
    d. skills, time, assistance, technology, and information systems expertise required to perform their duties;
    e. regular engagement with faculty and student in advancing the institution's goals and objectives;
    f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations.
5. Periodic assessment of the effectiveness of governance, leadership, and administration.

**Guidelines for Reporting**

To guide the Self Study process, the following reporting parameters have been established.

Working Group Progress Reports
Progress Reports are submitted prior to monthly Steering Committee Meeting and outline the following:
    -   Meeting date
    -   Tasks accomplished
    -   Tasks delegated
    -   Tasks still to be done
    -   Future Work
    -   Challenges
    -   Questions
    -   Resource documents reviewed/identified for review

Working Group Self Study Final Report Template
Standard Number and Title
Introductory Paragraph (cut and pasted from MSCHE Standard)

    •   Introduction:

- o Overview of the Working Group's charge, defining the scope of its tasks and responsibilities in relation to the assigned Standard of Accreditation

- Collaboration:
  - o Discussion of the connection between the Working Group's responsibilities, and the tasks assigned to other groups, including any collaboration among groups.
  - o References to relevant material in other parts of the report.

- Evidence, Analysis, and Conclusions
  - o Analytical discussion of the data reviewed and the inquiry undertaken and the Working Group's conclusions, including strengths and challenges, and overall impact on Student Success.
  - o Explanation of how the Working Group's conclusions relate to the assigned Standards for Accreditation and Requirements of Affiliation.
- Recommendations
  - o Recommendations for ongoing institutional improvement

Reporting Deadlines (as referred in Timetable for Self-Study indicated below)

The following deadlines have been established for all working group documents:
Progress Reports:  Thursday before each Steering Committee Meeting
Working Group's Self Study Final Report:
First Draft Working Group Chapters – January, 2017
Second Draft Working Group Chapters– April, 2017
Self-Study Report Draft Completed – May, 2017
Self-Study Report shared with College Community - September 2017

**Organization of the Final Self-Study Report**

Executive Summary and Certification Statement
Standard 1 – Mission and Goals
Introduction
Connection/Collaboration (References to relevant material in other parts of the report)
Evidence and Analysis
Conclusions (including Strengths and Challenges)
Recommendations
Standard 2 – Ethics and Integrity
Introduction
Connection/Collaboration (References to relevant material in other parts of the report)
Evidence and Analysis
Conclusions (including Strengths and Challenges)
Recommendations
Standard 3 – Design and Delivery of the Student Learning Experience
Introduction
Connection/Collaboration (References to relevant material in other parts of the report)
Evidence and Analysis
Conclusions (including Strengths and Challenges)
Recommendations
Standard 4 – Support of the Student Learning Experience
Introduction
Connection/Collaboration (References to relevant material in other parts of the report)

Evidence and Analysis
Conclusions (including Strengths and Challenges)
Recommendations
Standard 5 – Educational Effectiveness Assessment
Introduction
Connection/Collaboration (References to relevant material in other parts of the report)
Evidence and Analysis
Conclusions (including Strengths and Challenges)
Recommendations
Standard 6 – Planning, Resources, and Institutional Improvement
Introduction
Connection/Collaboration (References to relevant material in other parts of the report)
Evidence and Analysis
Conclusions (including Strengths and Challenges)
Recommendations
Standard 7 – Governance, Leadership, and Administration
Introduction
Connection/Collaboration (References to relevant material in other parts of the report)
Evidence and Analysis
Conclusions (including Strengths and Challenges)
Recommendations
Conclusions
Appendices

**Editorial Style and Format**

Each Self-Study Working Group will produce a written report of its findings regarding the

standard it has been charged with examining.  The Self-Study Steering Committee will serve as editors of

the Self-Study report; in the interest of length and consistency of final report, editorial changes may be

made.  As a result, not all narrative and/or recommendations submitted by the Working Groups will

appear in the final report.  Any substantial changes or omissions will be discussed with the Steering

Committee.

Basic Document Format
- Microsoft Word
- Times New Roman font
- Font size 12
- Tables 10 point
- Standard 1 inch margins
- Left justified
- No indentation
- Tab stops: 0.5
- Header and footer margins: .05

Additional Guidelines:
- Chapter titles should be all uppercase and centered

- Use bold-face for heading and sub-headings
- Major headings should be centered with the first letter of each main word in uppercase.
- Minor headings should be left-justified with the first letter of each main word in uppercase.
- Use the tab and not the space bar for alignment.
- Acronyms should be written out with the first usage, followed by the acronym in parenthesis.
- Refer to people by title, not by name.
- Use APA format for parenthetical and bibliographic citations.
- Use italics for the titles of any book or periodical
- Follow APA guidelines for titles of articles.
- Use concise, jargon-free language, and prefer active to passive voice.
- Use commas before all elements in a series
- Use alphabetical order when listing names
- For consistence, the following words should be capitalized:  College, when referring to Camden County College; Working Group when used with the name of the working group; Mission and Goals, when referring to the College Mission and Goals; Evaluation Team; Steering Committee, Program Learning Outcomes (PSLOs) and Student Learning Outcomes (SLOs).
- Page numbers should be in lower center

Folder and File Naming Convention

Working Group report drafts are to be submitted electronically and named with the following format: labeled by Standard Number, Draft Number, and Date.  Co-chairs of working groups are encouraged to keep a back-up version of each draft.  In addition, compile all resources used in bibliographic information.  These resources will be gathered for the Evaluation Team's reference. Include copies of supporting data that may not be readily available, including surveys and special area documents.

**Profile of the Evaluation Team**

As we complete this Self-Study design process, it is clear that we are a college in transition. With so many upcoming retirements in our faculty and administration and changes in our mission, vision and goals, we are looking forward to working with a self-study team that understands the challenges of organizational change and brings experience navigating positive outcomes through changes.  Change at Camden County College should be celebrated as an opportunity for growth and renewal.   It is our expectation that our team members will join us in an analysis of the past as we move to establish our new normal- to be developed in our new Strategic Plan this fall.   We are highly motivated to capitalize on the

strengths of our organization and move it forward to better serve the students and citizens of Camden

County and we look forward to working with a team who will help us in our journey.

With this in mind, the College requests that the accreditation evaluation team include colleagues

with experience navigating an organization through change.   Suggested membership includes the

following areas of expertise:

- Team Chairperson – a President or Vice President of a large, public multi-campus community college serving a high percentage of Pell eligible students.
- A Vice President of Academic Affairs with experience or sensitivity to working in a multi-collective bargaining environment.
- A colleague working at an institution that recently transitioned from longstanding leadership to new leadership at the institution.
- A faculty member with experience and sensitivity to innovations in the delivery of developmental education and literacy, leading to accelerated college readiness.

**Timetable for the Self-Study**

| Camden County College Self-Study Timeline | |
|---|---|
| November 2015 | **Attend MSCHE Self-Study Institute** |
| January, 2016 | **Board of Trustees Retreat - Mission; Strategic Plan; Self-Study** |
| | **Faculty Professional Development Day – MSCHE Self-Study Process** |
| February, 2016 | **President appoints Co-Chairs of Self-Study** |
| | **Identify Steering Committee / Working Group Co-Chairs** |
| | **Self-Study Steering Committee Orientation – February 10, 2016** |
| | **Begin Documentation Roadmap; Refine Timeline** |
| March 2016 | **Steering Committee Meeting – Review Roadmap Progress** |
| | **Review draft of Mission, Vision, Values and Goals** |
| | **MSCHE Self-Study Design Visit - March 30, 2016 - RESCHEDULED** |
| April 2016 | **Self-Study Teams Meeting  - Review Self-Study requirements** |
| | **Collaborative Review of Draft Mission, Vision, Values and Goals** |
| | **-        Survey; Town Hall Meetings - All College Employees, Students, BOT, Public and Advisory Boards** |
| May 2016 | **Self-Study Steering Committee Meeting - Review Draft of Self-Study Design** |
| June 2016 | **Board of Trustees Anticipated Adoption Mission, Vision, Goals** |
| | **Submit Draft of Self-Study Design to VP Dr. Sean McKitrick** |
| | **Self-Study Design Visit: June 14, 2016; Dr. Sean McKitrick** |
| | **Receive VP McKitrick Feedback on Design** |
| | **Review Design Feedback with Steering Committee** |
| July 2016 | **Submit Final Self-Study Design, Documentation Roadmap to MSCHE** |
| September 2016 | **Review Approved Self-Study Design w/ College Community** |
| | **Working Groups document evidence** |

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| | Review requirements of Compliance report due 2017 |
| | Prepare, conduct, and analyze campus-wide survey (optional) |
| October 2016 | Steering Committee Meeting |
| November 2016 | Progress updates due from Co-chairs |
| January 2017 | First draft of chapters from Working Groups |
| | Steering Committee Review Draft |
| February 2017 | Feedback delivered to Working Groups |
| March 2017 | MSCHE Team Chair identified and confirmed |
| April 2017 | Second drafts from Working Groups, |
| | Steering Committee Review Draft |
| May 2017 | Co-chairs draft complete Self-Study based on drafts by working groups |
| June 2017 | Present Self-Study progress to Board of Trustees |
| September 2017 | Review and community wide discussion of Self-Study |
| | Prepare Verification of Compliance Report |
| | Revisions made based on feedback from College community |
| October 2017 | Second draft of Self-Study generated and distributed |
| November 2017 | Self-Study Draft to MSCHE Team Chair before Preliminary Visit |
| | Preliminary Visit by Team Chair; feedback on Self-Study Draft – strengths and weaknesses; Address areas of concern |
| December 2017 | Verification of Compliance report due |
| January 2018 | Revisions to Self-Study based upon feedback from Team Chair |
| February 2018 | Final Version of Self-Study submitted to Visiting Team 6 weeks prior |
| March/April 2018 | Visiting Team on campus |
| June 2018 | Commission Decides Accreditation Action |