



## **Self-Study Design**

**Presented to the Middle States Commission on Higher  
Education**

**June 14, 2020**

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**I. Institutional Overview: This section provides contextual information about the institution, including a brief relevant history, the institution’s mission statement and institutional goals, and descriptions of the student populations served by the institution.**

Somerset County College was officially established on April 5, 1966, when a nine-member Board of Trustees was appointed. Classes began for the first 229 students on September 12, 1968, at the College’s temporary home at Green Brook High School. When a 240-acre site in Branchburg was purchased in July 1968, the College had found its permanent home. In May 1970, the College’s first commencement ceremony was held for seventy-five graduates. A new era was born when the Hunterdon and Somerset County Freeholders approved co-sponsorship of the College. In July 1987, Somerset County College was renamed Raritan Valley Community College, the state’s first bi-county college. Since its early days at Green Brook High School, RVCC has been the “College of Opportunity” for tens of thousands of students of all ages and backgrounds. In its now fifty-year history, RVCC has been recognized for its sustained academic excellence, its embrace of community service, and its long tradition of diversity and inclusion.

Beginning in the fall of 2016, RVCC has made a series of changes in its administrative structure, revisions prompted by enrollment challenges, by stagnant public funding, and by a new and emerging dynamic between workforce programs and more traditional academic pathways. Some of these changes have included

- creating the new position of provost and realigning academic services to adopt a divisional dean structure;
- enhancing the role of the RVCC Foundation by elevating the executive director to executive staff;
- realigning the College’s public safety operations to the Office of Human Resources, promoting improved reporting, communications, and cross-divisional relationships;
- moving theatre and conference events operations to Finance and Facilities, improving customer service and lowering operating costs;
- merging marketing into student affairs, achieving a greater collaboration between recruitment and marketing and allowing a greater ROI for a limited admissions budget;
- elevating workforce leadership to executive staff, recognizing the critical role of the expanded workforce training and economic development footprint.

In fall 2019, RVCC enrolled and served 7,376 students in credit programs and courses and hundreds more in workforce training programs, in continuing education courses, and in customized corporate training programs.

A few distinct elements of the RVCC experience are worthy of special attention:

- the RISE program manages the Associate Degree in Liberal Arts program inside the New Jersey Department of Corrections (NJDOC) facilities. Currently, we have active students in six different NJ prisons and correctional facilities, as well as a pilot education

program inside a seventh facility. Each semester, RVCC enrolls approximately five hundred students in the complete range of courses that comprise a liberal arts education. These students are held to the same standards and learning outcomes as are all other students. The RISE program has grown from a few dozen students in a single facility in 2009, to a statewide offering with a rich and ever-growing history in 2020;

- RVCC was the first community college in the nation to sign an environmental stewardship agreement with the US Environmental Protection Agency (EPA). The College pledged to reduce its negative impacts on the environment, to raise awareness within its academic community and the surrounding community, and to serve as a model for sustainable, environmentally friendly practices. The College has been the recipient of numerous environmental sustainability awards, including the 2013 New Jersey Governor's Environmental Excellence Award (Clean Air category) and, in 2016, a U.S. Department of Education Green Ribbon Schools Postsecondary Sustainability Award. The College reached a significant environmental milestone in late 2017 when it became the first two-year institution of higher education in the country to achieve carbon neutrality for Scope 1 and 2 emissions;

- Raritan Valley Community College's nationally recognized Service Learning program enables students to use community service as part of their academic course work and to receive credit for the experience. Service learning is offered in multiple courses within all academic departments as well as credit and non-credit Workforce Education courses, offering a comprehensive approach to career preparation, professional development, employment, and service to the community. Service Learning students are from diverse populations within the community including recent high school graduates, older adults, underserved minorities, first-generation, and life-long learners. Annually, students provide service to more than 250 community organizations in Somerset and Hunterdon counties.

### **The State of the College: Dr. Michael J McDonough, President**

As RVCC continues to meet the challenges of the COVID-19 pandemic, it is worth repeating that almost all the urgent problems confronting the institution at the beginning of the year remain:

Enrollment. A declining high school demographic, an almost 40% out-migration rate of high school seniors, and a growing sense that postsecondary study is either too expensive or not worth the investment, suggest some of the reasons for RVCC's enrollment decline over the past five years. While not as dramatic a decline as at other institutions, it impacts revenue, stalls new program development, and prompts a new strategic enrollment management culture. RVCC has invested in new "branding initiatives," developed an almost exclusively digital marketing strategy, and reorganized internal offices to form an integrated enrollment and student support operation.

**Funding.** The College has seen a slow, steady decline in both state and local funding. At the same time, operational costs have increased and enrollments have declined, placing more and more reliance on tuition and fees to bridge the ever-widening budget gap. While we continue to advocate with local and state representatives, the College has tried to develop additional revenue streams: enhanced dual enrollment and early college programs, increased workforce and customized training programs, more sharply defined theatre programs, increased facility rentals, especially pool and athletic rentals, greater focus on public-private partnerships, and a proposal for residence halls on campus.

**Workforce Programs.** In order to attract more students, especially returning adults or displaced workers, and in order to fully support regional economic development, RVCC needs to develop a more robust and comprehensive suite of workforce programs. Early successes in advanced manufacturing and environmental controls suggest that our initiatives have industry and governmental support and that future expansions are likely to yield widespread support from all stakeholders.

**Distance Education.** With online enrollment growing each year and with more student demand, RVCC must begin to offer a more comprehensive mix of courses and programs. In short, RVCC needs to place more complete programs online, allowing students to pursue multiple online pathways to completion.

**Community Service.** RVCC is not only an engine of economic development but is also a vital hub of community engagement and service. Our state-of-the-art 1-000-seat theatre, our planetarium, and our award-winning service earning program serve thousands of residents each year. Yet as operational costs increase and as usage declines, almost all these operations create significant budget deficits. Looking ahead, then, how does RVCC maintain its commitment to the community and, at the same time, better manage its dwindling resources?

**Facilities.** A number of our campus facilities are over fifty years old and it is vital that we offer learning spaces will attract and retain students. Because of the shortage of capital funding, it is a constant challenge to maintain the aesthetic and functionality of campus let alone imagine new facilities. Recently, RVCC completed its first ever facilities master plan, a blueprint for our investments over the next ten to fifteen years.

**Public-Private Partnerships.** If RVCC is going to develop new programs that meet both student interest and industry need and if RVCC is going to not only sustain but expand its operations over the next decade or so, it must develop innovative and dynamic public-private partnerships, collaborations that will provide a new revenue source for program development, that will drive responsive workforce programming, and that will offer students seamless pathways into both transfer and career.

Of course, the COVID-19 pandemic has thrown each of these institutional challenges into sharp relief: in the past two months, we have lost over \$2.4 million in state operating aid, we have lost over \$1.4 million in revenue, we have had to re-imagine a FY21 budget without any clarity regarding enrollment, we have experienced the sudden transition to online and remote modalities, discovering new challenges as RVCC seeks to enhance its digital footprint, and we

have witnessed the collapse of all state funding for capital projects, ending all current construction and renovation on campus. As RVCC moves forward, it does so by adhering to three principles established at the very onset of the COVID-19 pandemic: to maintain – at whatever cost and by whatever means – student learning, to preserve the well-being of all students and staff, and to sustain RVCC’s future presence in this community.

### **RVCC’s Mission**

Raritan Valley Community College is an educational community that works to develop critical thinking, foster intellectual curiosity, promote leadership, encourage social responsibility, support personal growth, and sustain engaged citizenship within a diverse population of students and community members.

### **RVCC’s Core Values**

RVCC is an open admission institution with high standards and excellent support services.

RVCC serves as an important center for our community.

RVCC participates as a reliable partner with the region’s K-12 schools to support active learning and college readiness.

RVCC must provide support for student success, but students are responsible for their own achievements.

The College values the diversity of our communities as a resource that strengthens the institution.

The College is accountable for the prudent use of all its resources and seeks transparency in all its operations.

The College measures its success against national models and standards.

The College commits to environmentally sustainable practices.

Educational programs must be affordable.

A healthy college community depends on integrity and respect.

The best college decisions are made on a learning-centered foundation.

Learning is a lifelong endeavor.

### **RVCC’s Commitment to Diversity**

Raritan Valley Community College values all aspects of diversity including but not limited to race, sexual orientation, religion, age, sex, national origin, disability, socioeconomic status, and political and philosophical perspectives. We rely on diversity to enrich the intellectual environment for students and employees. We support educational access and opportunity by recruiting and retaining a diverse college community. We foster diversity by developing and maintaining curricular and social programs that infuse the contributions of all people, and by preparing students to excel in a global society. Our commitment to diversity is reflected in the College’s Mission Statement and Strategic Goals, all of which support excellence in teaching, learning and professional development in a welcoming and respectful climate.

### **Student Population Served by RVCC**

RVCC's student population is a snapshot of the ever-changing population of the nation at large. The table on page 6 provides a very detailed history of the changing student population at RVCC since fall 2014. RVCC boasts a growingly diverse student body with students self-identifying as African American/Black, Latinx/Hispanic, White, Asian American, American Indian, and as members of the LGBTQ+ community. RVCC recruits both "traditional" students (recent high school graduates) and adult students, students pursuing academic degrees, and others pursuing career training.

Students come to RVCC with distinct dreams shaped by the future they envision. RVCC provides them opportunity and access, foundational concepts at the core of our mission and our current Strategic Plan. High achievers enroll in our Honors College, the first to be established by a community college in NJ, or in our CEP Academies; underprepared students enroll in our developmental education courses. Among our student population are first-generation, single parents, students who work full-time and attend college full-time, incarcerated students, and under-resourced students for whom RVCC's Food Pantry provides an essential lifeline. We are also witnessing significant growth in our immigrant and international student populations.

Our students participate in over 50 clubs and organizations, including a chapter of Phi Theta Kappa ranked among the top 25 chapters of this international honor society. In addition, we are home to a thriving athletic program including Division II Men's Basketball and Baseball, and Women's Basketball and Softball, and Division III Men's and Women's Soccer, Men's and Women's Cross Country, Women's Volleyball, and Golf.

Our graduates range from grandparents achieving their lifelong goal of earning a college degree to teenage prodigies taking the first step towards changing the world. Each of these students came to RVCC with the goal of achieving something significant, perhaps even life-altering. Our student population, like that of the nation, is daily becoming more diverse; not just diversity that is visible, but an increased diversity of needs, career paths, and long-term goals.

# Tenth Day Enrollment Comparisons Report in Fall 2019

## September 13, 2019

Headcount	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		1 Year Change		3 Year Change		5 Year Change	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Full-time	3,411	43.0	3,343	41.9	3,365	41.6	3,358	42.3	3,057	40.2	2,988	40.5	-69	-2.3	-377	-11.2	-423	-12.4
Part-time	4,518	57.0	4,633	58.1	4,731	58.4	4,581	57.7	4,553	59.8	4,388	59.5	-165	-3.6	-343	-7.3	-130	-2.9
Total	7,929	100.0	7,976	100.0	8,096	100.0	7,939	100.0	7,610	100.0	7,376	100.0	-234	-3.1	-720	-8.9	-553	-7.0
Credit Hours	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		1 Year Change		3 Year Change		5 Year Change	
	Hours	%	Hours	%	Hours	%	Hours	%	Hours	%	Hours	%	#	%	#	%	#	%
Full-time	47,227	62.2	46,291	61.3	46,477	60.5	45,807	61.2	41,537	58.8	40,383	58.9	-1,154	-2.8	-6,094	-13.1	-6,844	-14.5
Part-time	28,755	37.8	29,175	38.7	30,339	39.5	29,092	38.8	29,056	41.2	28,131	41.1	-925	-3.2	-2,208	-7.3	-624	-2.2
Total	75,982	100.0	75,466	100.0	76,816	100.0	74,899	100.0	70,593	100.0	68,514	100.0	-2,079	-2.9	-8,302	-10.8	-7,468	-9.8
Gender	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		1 Year Change		3 Year Change		5 Year Change	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Male	3,810	48.1	3,736	46.8	3,678	45.4	3,906	49.2	3,741	49.2	3,565	48.3	-176	-4.7	-113	-3.1	-245	-6.4
Female	4,048	51.1	4,049	50.8	3,828	47.3	3,937	49.6	3,747	49.2	3,667	49.7	-80	-2.1	-161	-4.2	-381	-9.4
Unknown	71	0.9	191	2.4	590	7.3	96	1.2	122	1.6	144	2.0	22	18.0	-446	-75.6	73	102.8
Total	7,929	100.0	7,976	100.0	8,096	100.0	7,939	100.0	7,610	100.0	7,376	100.0	-234	-3.1	-720	-8.9	-553	-7.0
Ethnicity/Race	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		1 Year Change		3 Year Change		5 Year Change	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
American Indian or Alaskan Native	18	0.2	17	0.2	16	0.2	23	0.3	16	0.2	14	0.2	-2	-12.5	-2	-12.5	-4	-22.2
Asian	497	6.3	505	6.3	489	6.0	552	7.0	515	6.8	561	7.6	46	8.9	72	14.7	64	12.9
Black or African American	742	9.4	731	9.2	709	8.8	810	10.2	808	10.6	859	11.6	51	6.3	150	21.2	117	15.8
Hispanic	1,497	18.9	1,589	19.9	1,670	20.6	1,765	22.2	1,775	23.3	1,752	23.8	-23	-1.3	82	4.9	255	17.0
Native Hawaiian or Other Pacific	28	0.4	26	0.3	22	0.3	28	0.4	25	0.3	26	0.4	1	4.0	4	18.2	-2	-7.1
Two or More	172	2.2	159	2.0	161	2.0	189	2.4	191	2.5	178	2.4	-13	-6.8	17	10.6	6	5
Unknown	594	7.5	691	8.7	1,091	13.5	672	8.5	638	8.4	546	7.4	-92	-14.4	-545	-50.0	-48	-8.1
White	4,381	55.3	4,258	53.4	3,938	48.6	3,900	49.1	3,642	47.9	3,440	46.6	-202	-5.5	-498	-12.6	-941	-21.5
Total	7,929	100.0	7,976	100.0	8,096	100.0	7,939	100.0	7,610	100.0	7,376	100.0	-234	-3.1	-720	-8.9	-553	-7.0



## **II. Institutional Priorities to be Addressed in the Self-Study**

**After providing the institutional overview, the institution provides a brief narrative about processes the institution employed to identify 3 to 5 specific institutional priorities. This section should include information about how:**

- **Institutional stakeholders were consulted in identifying the priorities**
- **Selected priorities align with the institution's mission and goals**
- **How Commission Standards align (or map to) the selected priorities.**

In Fall 2019, a group representing Academic Affairs and Student Services was assembled to create institutional priorities in preparation for the October 28th Self Study Institute. At that time, the faculty were working to the contract as negotiations had not yet yielded a mutually-agreed upon new contract, so faculty did not participate in the initial process. The ratification meeting for the new contract was held on December 3rd, 2019.

In January 2020, Provost Deborah Preston introduced draft priorities at a college-wide meeting on All College Day and sent out a survey asking that employees identify their level of support for four specific institutional priorities and write in possible additional priorities that would help guide the Middle States Self-Study process. Ultimately, the working groups covering the seven Middle States standards to create the self-study will use the priorities most relevant to their respective standard as a narrative to guide their work.

As of February 2nd, 2020, there were 193 responses to the survey. The RVCC Forum was asked to provide feedback. The Forum is the College's system of shared governance in which college constituencies share in the decision-making process about various policies and other concerns that relate to the College's mission. The Forum values respectful dialogue and provides an opportunity for all constituencies on campus (College employees and students) to have a voice and be engaged. Forum leadership summarized and organized the write-in priorities in a document that included the original four priorities and shared it with the four constituency Councils (faculty, staff, administrators, and students) for input at their respective February meetings. Council leadership summarized that feedback at the March 3 Forum meeting. During the Forum meeting, the body had further discussion and reached consensus that some of the most popular write-in priorities expanded on some of the original four priorities, so rather than include them as new priorities, the body decided to explicitly list them with the original priorities, so they would not be ignored or forgotten. There was a sense of the body vote to add a new fifth priority that did not fit under one of the original four priorities. A motion to send this proposal to an electronic vote was made and passed. Throughout this process, the Forum website made all of the relevant materials available (<https://commons.raritanval.edu/forum>).

RVCC Spring Break was originally scheduled for the week of March 9, so the Forum electronic vote was originally planned to be sent out to the Forum upon return from spring break on March 16. However, during that time, the Coronavirus pandemic hit, and RVCC extended spring break for a second week and then shifted to remote learning for all classes. At the same time, Governor Murphy issued a series of executive orders that essentially "closed" all campus operations. Forum leadership, however, decided not to send out the electronic vote on the RVCC

Priorities during this chaotic time. In order to complete the process for finalizing the RVCC Priorities, Provost Preston and ALO Patrice Marks convened a digital meeting on April 23 with Vice President Jacki Belin, Dean Jason Fredericks, Director Joanie Coffaro, and Forum Chair Karen Gaffney. During this meeting, the group decided, given the context of the pandemic, to add a new priority specific to the crisis. The group reviewed the priorities and added further supporting context. The document was then sent to the Forum Steering Committee (made up of all four Forum constituency council chairs, Forum committee chairs, and Forum officers), and a majority of members were able to respond, unanimously supporting the document and providing a few clarifying additions. At the same time, the group that had been working on the document narrowed down the six priorities to five, in accordance with Middle States guidelines. The most recently-created priority created to address the pandemic was shifted under the priority for operations.

These institutional priorities are consistent with RVCC's Mission, the four pillars that anchor RVCC's current Strategic Plan, and MSCHE's standards.

### **RVCC Institutional Priorities**

#### ***1. Closing the Opportunity Gap for under-represented students (Access2Success)***

*Access2Success* is a college-wide initiative launched in Spring 2019 from the Office of the Provost and Vice President for Academic Affairs to engage the RVCC community in closing the equity gap that persists among diverse students, in particular for African American/Black, Latinx/Hispanic, first-generation, and under-resourced students. RVCC has proposed a multi-dimensional approach, encompassing a review of macro- and micro-level data analysis to determine equity gaps. *A2S* will examine structural and systemic issues that may perpetuate the gap and identify programming, services, and pedagogy to narrow the gap. In addition, there will be seamless integration of our Guided Pathways approach to address structural barriers.

In addition, RVCC continues to focus on the need to increase the representation of people of color in the full-time faculty and senior administration to better reflect the student body

**This priority aligns with pillars 1 and 4 of RVCC's current Strategic Plan and maps to MSCHE Standards 1, 2, 3, 4, 5, & 7.**

#### ***2. Boosting enrollment with emphasis on under-represented and adult students***

RVCC's efforts to adopt a strategic enrollment model are in response to a number of compelling challenges: declining number of high school graduates, sustained out-migration of students to other states for postsecondary education, increased competition from the four-year sector, and the growing public perception that college is not affordable nor a worthwhile investment. This priority involves the reorganization of several units, the better use of analytics to shape marketing, the focus on new program development, and the more seamless integration of non-credit and credit pathways.

Three specific strategies deserve attention:

- supporting the whole student’s physical, emotional, intellectual, and social health, including access to comprehensive transportation and technology;
- developing a robust academic support model for first generation and immigrant students based on models used successfully at other colleges serving these populations;
- making RVCC as affordable as possible for as many students as possible.

**This priority aligns with pillar 2 of RVCC’s current Strategic Plan and maps to MSCHE’s Standards 1, 2, 3, & 4.**

### ***3. Expanding Workforce programs for students***

In recent years, RVCC has made significant investments in workforce education. A new state-of-the-art building and new programs (advanced manufacturing, smart controls, and welding) have allowed the institution to better train students for immediate job openings with life-sustaining wages while serving the labor market needs of the region.

Within this sustained strategic priority, RVCC will focus on

- providing workforce programs that provide students innovative practices such as registered apprenticeships, job shadowing, internships, and industry recognized credential programs;
- developing programs that incorporate entrepreneurship, resiliency and adaptability skills, and soft skills competencies to prepare our students for the workplace;
- using public and private funding streams to develop a talent pipeline with 21st century skills for regional business, focusing on New Jersey in-demand occupations.

**This priority aligns with pillar 3 of RVCC’s current Strategic Plan and maps to MSCHE’s Standards 1, 3, 4, & 6.**

### ***4. Strengthening operations processes and transparency***

This priority reveals RVCC’s focus on better managing resources, on achieving operational efficiencies, and on promoting a culture of shared governance to better serve our students. The institution identified two pressing challenges:

- enhancing existing emergency management plans in order to maintain sustainable and high-quality learning during a crisis;
- developing clear and transparent communication between administration and faculty/staff.

**This priority aligns with RVCC’s Core Values #6 and maps to MSCHE’s Standards 1, 2, 4, & 7.**

### ***5. Addressing the inequities that adjunct faculty experience***

Like many colleges, RVCC employs a significant number of adjunct faculty and is well aware of the national conversations that continue to shape this dynamic of our sector. By identifying this concern as a priority, RVCC seeks to develop strategies that provide better support for adjunct faculty, which, in turn, will provide a better learning environment for RVCC students.

While still in draft form, RVCC wishes to

- ensure that adjunct faculty are provided with effective curricular and other teaching-related support that recognizes their responsibility for a significant portion of instruction;
- provide adjunct faculty with effective workspace to meet with students and prepare for classes, including access to appropriate and sufficient technology relative to the number of adjunct faculty employed by the college;
- strengthen professional development opportunities at times and in formats appropriate for adjunct faculty.

**This priority aligns with pillar 4 of RVCCs current Strategic Plan and maps to MSCHE’s Standards 1 & 5.**

#### **Integration of Priorities into the Self Study**

<b>Priority</b>	<b>Primary Responsibility</b>	<b>Secondary Responsibility</b>
<b>1. Closing the Opportunity Gap for under-represented students (Access2Success)</b>	Working Group Standard 3	Working Group Standard 4 & Standard 5
<b>2. Boosting enrollment with emphasis on under-represented and adult students</b>	Working Group Standard 1	Working Group Standard 2
<b>3. Expanding Workforce programs for students</b>	Working Group Standard 4	
<b>4. Strengthening operations processes and transparency</b>	Working Group Standard 6 & Standard 7	Working Group Standard 1
<b>5. Addressing the inequities that adjunct faculty experience</b>	Working Group Standard 2	Working Group Standard 3

### **III. Intended Outcomes of the Self-Study**

**Provide a list of outcomes the institution intends to achieve as a result of engaging in the self-study process.**

1. Demonstrate how Raritan Valley Community College meets all MSCHE requirements for affiliation and standards and is in full compliance with accreditation-relevant federal regulations.
2. Evaluate RVCC's progress towards its Strategic Plan pillars, mission, goals, and initiatives, with a marked focus on closing the "opportunity gap."
3. Assess the effectiveness and quality of our academic programs, administrative and operational infrastructure, making recommendations for continuous improvement.
4. Identify future opportunities for growth, innovation, and maintenance of RVCC's financial health.
5. Strengthen our culture of assessment through continuous inclusive and transparent self-appraisal processes.

**Consider how the self-study process can help the institution meet its mission, assist it in meeting key institutional goals, and enhance its overall effectiveness.**

Raritan Valley Community College is committed to its mission and to its key institutional goals. Only through an ongoing process of assessing institutional effectiveness, creating action plans based on data and the changing needs of our students, and effecting timely changes will the institution continue to grow and flourish as an institution of higher education.

The Self-Study process provides an opportunity for introspection and deep diving into all areas of the College's operations so that all campus stakeholders can identify our strengths and effectively address our current and anticipated challenges, especially as RVCC strives to function at full capacity during this unprecedented pandemic. Through an honest and open evaluation of our mission, including in-depth assessment of decision-making processes, ethics and integrity, quality of instruction and student support, effectiveness of our leadership and governance structure, and the allocation of resources, we will undoubtedly realize improved institutional performance.

### **IV. Self-Study Approach**

**Identify one of the following self-study approaches to be used to organize the Self-Study Report:**

- ☒ **Standards-Based Approach**
- ☐ **Priorities-Based Approach**

**Provide a brief rationale for using either of the two approaches.**

Raritan Valley Community College's leadership selected this approach to methodically document that the College is in compliance with all seven standards. Each working group will

address its standard’s criteria and the relevant institutional priorities using data-informed evaluations to show that the standard has been met. RVCC also believes that this approach provides the most efficient and transparent way of engaging the entire campus community.

## **V. Organizational Structure of the Steering Committee and Working Groups**

### **Provide information about the membership of the Steering Committee and Working Groups.**

The Self-Study Steering Committee was appointed by the President, Dr. Michael J McDonough, with input from the Provost, Dr. Preston, and ALO, Dr. Marks. The members of the Steering Committee co-chair seven working groups focused on MSCHE’s seven standards for accreditation. The ALO will chair the working group on the Verification of Compliance with Accreditation-Relevant Federal Regulations.

The ALO and the Co-Chair of the Steering Committee, Dr. Ellen Lindemann, Professor of Economics, met with the Steering Committee on January 30, 2020, to charge the committee and discuss expectations, goals, and timelines. The Steering Committee co-chairs then scheduled meetings with the co-chairs of each standard. At these meetings, each criterion of the standard was dissected and suggestions for membership of that standard’s working group were made.

### **•Names and titles of chairpersons of the Steering Committee and its members, with their positions of responsibility at the institution:**

<b>Middle States Self-Study 2019 - 2021</b>	
<b>Steering Committee Membership</b>	
Steering Committee Co-Chairs: Patrice Marks, ALO & Academic Dean; Ellen Lindemann, Faculty, Business & Public Service (Economics)	
Standard I – Co-Chairs: Patrice Marks, ALO & Academic Dean; Ellen Lindemann, Faculty, Business & Public Service (Economics); Jacque Drummer, Director of Laboratory Services	
Standard II – Co-Chairs: Melanie Morris, Faculty, Business & Public Service (Business Law); Rikita Singh, Director of Disability Services	

Standard III – Co-Chairs: Kathy Suk, Faculty, Humanities, Social Science, Social Work & Education (Education), Co-Director CTLS; Lori Austin, Dept Chair/ Faculty, Math & Computer Science (Math)
Standard IV – Co-Chairs: Jason Fredericks, Dean of Student Affairs; Joanie Coffaro, Director of Workforce Training
Standard V – Co-Chairs: Marianne Baricevic, Dept Chair/ Faculty, Science and Engineering (A&P); Susan Arvay, Dept Chair/ Faculty, English
Standard VI – Co-Chairs: Anne Marie Anderson, Faculty, Business and Public Service (Accounting); Ed Carr, Faculty, Science and Engineering (Microbiology)
Standard VII – Co-Chairs: Karen Gaffney, Faculty, English; Donyea Collins, Director, Educational Opportunity Fund (EOF)
Theodore Silva, SGA President

<b>Middle States Self-Study 2019 - 2021</b>	
<b>Steering Committee Charge Meeting – ATCC 102 – January 30, 2020</b>  <b>Charge meetings with Co-chairs of the Standards:</b>	
Standard I – Co-Chair Meeting: Ellen Lindemann, Jacque Drummer, Patrice Marks	Feb 12
Standard II – Co-Chair Meeting: Melanie Morris, Rikita Singh, Patrice Marks, Ellen Lindemann	Feb 11
Standard III – Co-Chair Meeting: Kathy Suk, Lori Austin, Patrice Marks, Ellen Lindemann	Feb 12
Standard IV – Co-Chair Meeting: Jason Fredericks, Joanie Coffaro, Patrice Marks, Ellen Lindemann	Feb 12

Standard V – Co-Chair Meeting: Marianne Baricevic, Susan Arvay, Patrice Marks, Ellen Lindemann	Feb 17
Standard VI – Co-Chair Meeting: Anne Marie Anderson, Ed Carr, Patrice Marks, Ellen Lindemann	Feb 13
Standard VII – Co-Chair Meeting: Karen Gaffney, Donyea Collins, Patrice Marks, Ellen Lindemann	Feb 17

**•Information about strategies the Steering Committee will use to encourage Working Groups to interact with one another in the interest of engaging in common areas of inquiry and reducing undue duplication of effort:**

Before the Covid-19 pandemic, the ALO's Administrative Assistant was creating a calendar of monthly meetings during which the seven Working Groups would gather for working lunches to report on progress, share concerns and ideas, and discuss next steps. The co-chairs of each group would be responsible for presenting a brief written summary of what had been accomplished the previous month. Having to unexpectedly and abruptly move all instruction online in March 2020 upended these plans as the immediate priority became a non-disruptive transitioning of all f2f courses to a virtual environment and providing effective training for faculty who had never taught online as well as for students who had never taken an online course. In February 2020, a Steering Committee course (shell) was created in Canvas for the Self-Study co-chairs to post announcements, upload documents that all Steering Committee members would need to access (for example, 2017 PRR, Strategic Plan, and Institutional Assessment Spreadsheet), serve as an information clearinghouse, and function as a primary source of communication. Another Canvas course was created in May 2020 for all members of the Working Groups. This modality will be the primary portal for interaction and engaging in common areas of inquiry. Each group will have read-only access to the materials being compiled by the other groups. Virtual monthly meetings will be scheduled effective fall 2020.

**•A description of how the Steering Committee will provide oversight to ensure that Working Groups will receive appropriate support for evaluation and assessment of Commission Standards and the priorities selected for analysis in the self-study document:**

The co-chairs for each standard will meet bi-weekly (remotely) and will meet with their Working Groups on a monthly basis. There is continuous email communication and several groups have created Google Drive folders to share documents and other information. As a result of the pandemic, however, faculty, staff, and students with school-aged children at home have particularly demanding schedules. We hope to revert to regular meetings and check-ins once the spring 2020 semester is completed and fall 2020 is reimagined.



**•An initial description for how the Steering Committee will ensure that institutional mission, the 3 to 5 selected priorities, and the Commission’s Standards will be analyzed in the Self-Study Report utilizing the institution’s existing evaluation and assessment information:**

From the first meeting of the Steering Committee on January 30<sup>th</sup>, 2020, the College’s Mission Statement and the Commission’s Standards were emphasized as being core documents. The importance of both has been/ will be transmitted to the Working Groups. The institutional priorities were disseminated to the Steering Committee members who, in turn, shared them with their respective Working Groups. After discussions of which priorities aligned best with their standard, the Standards co-chairs informed the Self-Study co-chairs. Additional discussions ensued whenever the Self Study co-chairs noted an alignment that had not been identified by Standards co-chairs. This constant communication and robust discussion – even in remote settings – is a fitting example of RVCC’s intensely collaborative and reflective approach to the Self-Study process. Communication regularly occurs among the Self-Study Chairs, Steering Committee, and Support Team. We anticipate that these ongoing discussions will extend to the Working Groups effective Summer 2020. Working Groups with multiple points of intersection will work in concert. In mid-May, as a direct result of this continuous interaction, the Director and Associate Director of Institutional Research created a document, *Selected Data Resources for the Self-Study Team*, which was uploaded to the Steering Committee’s Canvas shell. In the fall, as we embark on the writing stage of the Self-Study journey, the Steering Committee will provide collective feedback on the draft submissions of all the Working Groups. As the Self-Study progresses, any recommendations made by the Working Groups will be initially shared with the Steering Committee before being forwarded to the Support Team, Executive Staff, and the President.

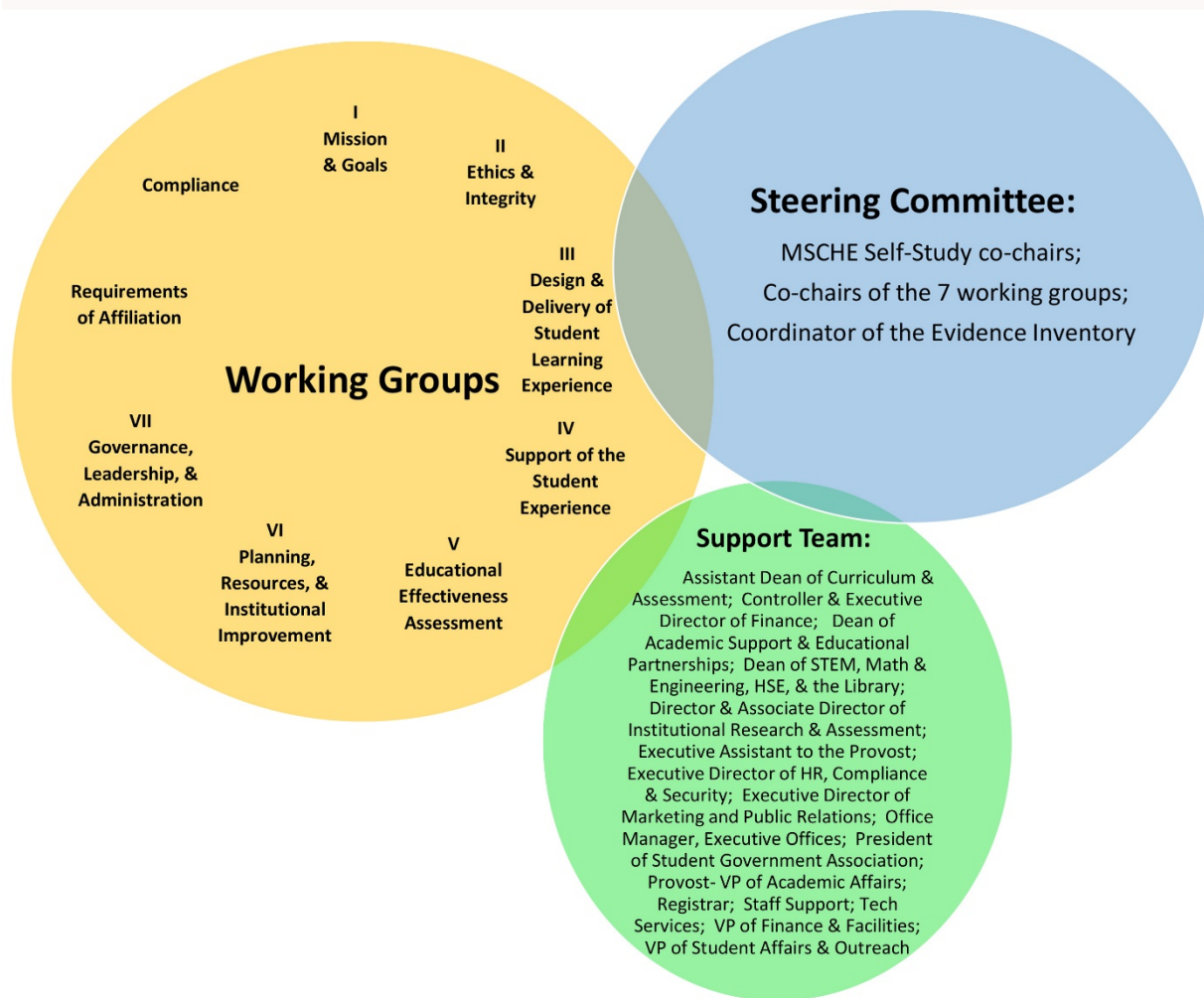
A core group including the Provost, VP of Student Affairs and Outreach, ALO, the Deans, Co-Chairs of the Self Study, and the Director of Institutional Research met in January to start compiling a list of members for the Support Team. The initial list was then circulated via email to other units of the College for feedback and to ensure adequate support for the Working Groups.

### **Support Team**

Provost; VP of Academic Affairs  
VP of Student Affairs & Outreach  
VP of Finance & Facilities  
Executive Director of HR, Compliance & Security  
Executive Director of Technology Services  
Director & Associate Director of Institutional Research & Assessment  
Dean of STEM, Math & Engineering, HSE, & the Library  
Dean of Academic Support & Educational Partnerships  
Assistant Dean of Curriculum & Assessment  
Tech Services

Executive Assistant to the Provost  
Office Manager, Executive Offices  
Registrar  
Controller & Executive Director of Finance  
Executive Director of Marketing and Public Relations  
President of Student Government Association  
Chair of the Council of Faculty  
Staff Support

### Organizational Chart for RVCC's Self-Study



**For each Working Group, this section should include the following:**

**•Names and title of chairperson(s) and members of the Working Group with their positions of responsibility at the institution:**

**Standard 1 Mission and Goals**

Jacque Drummer – Co-Chair, Director of Laboratory Services  
Ellen Lindemann – Co-Chair, Faculty, Business and Public Service (Economics)  
Patrice Marks – Co-Chair, ALO, Dean of Liberal and Fine Arts, Business and Public Service  
Nely Diaz – Manager, Custodial Services & Housekeeping  
Raven Ferguson - Student  
Caroline Seibert – Pension & Benefits Specialist, Human Resources  
Inieka Stafford – Director, Health & Technology Career Programs  
Peter Stupak – Faculty, Science & Engineering (Engineering)  
Carl Lindskoog- Faculty, Humanities, Social Science, Social Work & Education (History)  
Viveca Sulich – Adjunct Faculty, Science & Engineering (Biology)  
Jeff Warren – Academic Counselor

**Standard 2 Ethics and Integrity**

Melanie Morris – Co-Chair, Faculty, Business and Public Service (Business Law)  
Rikita Singh – Co-Chair, Director of Disability Services  
Mutaseem Awwad – Faculty, Mathematics & Computer Science (Computer Science)  
Carolyn Kinebrew-Bosa – Faculty, Communication, Film, & Languages (Communication)  
Geraldo Carcamo - Student  
David Chase – Faculty, English  
Crystalyn Espinal – Academic Advisor  
Jamal Kassim – Coordinator, Educational Records  
Pascal Meier – Faculty, Science and Engineering (Chemistry)  
Melanye Nuñez – Financial Aid Specialist  
Sarah Ordway – Adjunct Faculty, Humanities, Social Science, Social Work & Education, (Philosophy)  
Carol Patterson – Faculty, Health Science Education (Nursing)  
Chandra Rogers-Caldwell – Administrative Assistant, Office of Student Affairs

**Standard 3 Design and Delivery of the Student Learning Experience**

Lori Austin – Co-Chair, Dept Chair & Faculty, Mathematics & Computer Science (Math)  
Kathy Suk – Co-Chair, Faculty, Humanities, Social Science, Social Work & Education (Education);  
Co-Director, CTLS  
Denel Bingel – Adjunct, Health Science Education (Fitness and Wellness)  
Marcia Bird – Work Force Development Faculty (Cosmetology)  
Valeria Escobar - Student  
James Jones – Faculty, Business and Public Service (Criminal Justice)  
Alexa Offenhauer – Faculty, English  
Joanne Travaglini – Program Manager, High School Outreach  
Derek Weber – Faculty, Science and Engineering (Biology)

**Standard 4 Support of the Student Experience**

Joanne Coffaro – Co-Chair, Director of Workforce Training  
Jason Fredericks – Co-Chair, Dean Student Affairs  
Russell Barefoot – Director of Student Life  
Azalea Holly- Student  
Kayla Rodriguez- Student  
Greg DeSanctis – Director of Advising and Counseling & Adjunct Faculty (Math)  
Marguerite Gavakos – Assistant Registrar  
Erin Kislán – Associate Director of Financial Aid  
Doneya Sanders – Director of Academic Support Center  
Karley Skerbetz – Coordinator for Disability Services  
Philip Strollo - Helpdesk Coordinator, Technology Services  
Carolyn White – Executive Director of Enrollment Management / Director of Admissions  
Jache Williams – Director, First-Year Experience  
Steve Schwarz- Faculty, Business & Public Service (Computer Literacy)

**Standard 5 Educational Effectiveness Assessment**

Susan Arvay – Co-Chair, Dept Chair/ Faculty, English  
Marianne Baricevic – Co-Chair, Dept Chair/ Faculty, Science and Engineering (A&P)  
Lonny Buinis – Instructional Designer  
Jessica Darkenwald-DeCola – Faculty, English  
Jacki Estreicher – Assist. Dean, Curriculum and Assessment  
Harrison Gropper - Student  
Larry Kramer – Adjunct Faculty, Science and Engineering (Biology)  
Aditi Patel – Faculty, Mathematics & Computer Science (Math)  
Linda Romaine – Faculty, Health Science Education (Fitness & Wellness)  
Kim Schirner – Faculty, Humanities, Social Science, Social Work & Education (Education)  
Chris Teixeira – Adjunct Faculty, English

**Standard 6 Planning, Resources and Institutional Improvement**

Anne Marie Anderson – Co-Chair, Faculty, Business and Public Service (Accounting)  
Edward Carr – Co-Chair, Faculty, Science and Engineering (Microbiology)  
William Black – Faculty, Business and Public Service (Accounting)  
Michael DePinto – Director of Purchasing  
Darleen Fiorelli – Adjunct Faculty, Business and Public Service (Business)  
William Klinger – Faculty, Business and Public Service (Business)  
Jennifer Kozlowski - Student  
Brian O'Rourke – Executive Director, Facilities & Grounds  
Alisa Shapiro – Faculty, Business and Public Service (Accounting)  
Violet Willensky – Controller, Executive Director of Finance

**Standard 7 Governance, Leadership and Administration**

Donyea Collins – Co-Chair, Director, EOF

Karen Gaffney – Co-Chair, Faculty, English

Nini Alcazar – Finance Assistant

Roberta Harmon – Administrative Assistant, Dean of Academic Support & Educational Partnerships

Brandyn Heppard – Faculty, Humanities, Social Science, Social Work & Education (Philosophy)

Paul Michaud – Director, Transfer and Career Counseling

Roger Shutack – Adjunct Faculty, Humanities, Social Science, Social Work & Education (History)

Teddy Silva - Student

Alaysha Walker – Assistant Director, Student Life

•A description of which institutional priorities will be addressed (if it is a standards-based design); or, a description of which Standards will be addressed by each Working Group (if it is a priorities-based design):

Standard	Institutional Priorities to be Addressed
1. Mission and Goals	1. Closing the Opportunity Gap for under-represented students ( <i>Access2Success</i> ) 2. Boosting enrollment with emphasis on under-represented and adult students 3. Expanding Workforce programs for students 4. Strengthening operations processes and transparency 5. Addressing the inequities that adjunct faculty experience
2. Ethics and Integrity	1. Closing the Opportunity Gap for under-represented students ( <i>Access2Success</i> ) 2. Boosting enrollment with emphasis on under-represented and adult students 4. Strengthening operations processes and transparency 5. Addressing the inequities that adjunct faculty experience
3. Design and Delivery of the Student Learning Experience	1. Closing the Opportunity Gap for under-represented students ( <i>Access2Success</i> ) 2. Boosting enrollment with emphasis on under-represented and adult students 3. Expanding Workforce programs for students 5. Addressing the inequities that adjunct faculty experience

4. Support of the Student Experience	1. Closing the Opportunity Gap for under-represented students ( <i>Access2Success</i> ) 2. Boosting enrollment with emphasis on under-represented and adult students 3. Expanding Workforce programs for students
5. Educational Effectiveness Assessment	1. Closing the Opportunity Gap for under-represented students ( <i>Access2Success</i> ) 5. Addressing the inequities that adjunct faculty experience
6. Planning, Resources, and Institutional Improvement	2. Boosting enrollment with emphasis on under-represented and adult students 3. Expanding Workforce programs for students  4. Strengthening operations processes and transparency 5. Addressing the inequities that adjunct faculty experience
7. Governance, Leadership, and Administration	1. Closing the Opportunity Gap for under-represented students ( <i>Access2Success</i> ) 4. Strengthening operations processes and transparency

•**The Working Group charge and specific lines of inquiry:**

***Common Charge for the Working Groups:***

- The co-chairs will serve as members of the Steering Committee.
- The co-chairs will lead each group, consulting with the Self-Study Co-Chairs, and provide oversight and guidance for group members.
- Acquaint yourselves with the Requirements of Affiliation and Standards for Accreditation.
- Create a meeting schedule for each semester and share that schedule with the Self-Study Co-Chairs.
- Hold regular meetings, identify key personnel related to your standard, and evaluate and analyze documents collected by the group.
- Complete your section of the Documentation Roadmap.
- Closely adhere to the timelines identified in the Self-Study Timetable and Guidelines for Reporting.
- Stay updated on the work of the other groups by actively participating in the Canvas Working Groups (course).
- Write your chapter of the Self-Study Report, addressing all criteria and the aligned institutional priorities.

***Lines of Inquiry for the Working Groups:***

- To what degree does Raritan Valley Community College meet the criteria for Standard Y?
- What evidence supports compliance with this Standard?
- What concrete steps does the College/ Faculty/ Support Staff/ Administration/ Leadership need to take to address the identified gaps?
- How is the College/ Faculty/ Support Staff/ Administration/ Leadership assessing the institutional priorities aligned to your standard?

**•A brief discussion about how relevant assessment information will be gathered, reviewed, summarized, and used by the Working Group to accomplish its work:**

After in-depth discussions and clarifications on the criteria for each standard, the Working Groups will contact key personnel related to their standard and started the process of collecting data and documents in support of compliance. Included in these documents will be annual reports and assessment data which are in the initial stages of being reviewed and summarized.

**•Strategies for how the Working Groups will interact with one another in the interest of engaging in common areas of inquiry and reducing undue duplication of effort:**

A Canvas Working Groups course was created in Spring 2020. This modality will be the primary portal for interaction, engaging in common areas of inquiry, and monthly meetings effective fall 2020. Each group will have read-only access to the materials being compiled by the other groups.

## **VI. Guidelines for Reporting**

**To guide the efforts of the Working Groups, include a description of the processes the Steering Committee will use to ensure that they stay on task, such as scheduled discussions and updates within the Working Groups, with the Steering Committee, and among the Working Groups; the form and frequency of such interactions; and the format of interim and final reports. At a minimum, information in this section of the Design should include the following:**

**•A list or description of all products to be completed by the Working Groups and Steering Committee, such as initial outlines, inquiry plans, Working Group reports, preliminary drafts, and final reports.**

**•Deadlines for the submission of various draft documents and reports.**

<b>Task/ Assignment</b>	<b>Completed by</b>	<b>Deadline</b>
Formation of Working Groups	Steering Committee and Support Team	January 2020
Review of Standards with Working Groups	Steering Committee	February 2020
Documentation Roadmap	Working Groups	March-April 2020
Status Report on Working Groups	Steering Committee	Summer 2020
Template for Working Groups Reports	Steering Committee	Summer 2020
Outline of Draft #1	Working Groups	October 2020
Approval of Outline of Draft #1	Self-Study Co-chairs	October 2020
Draft #1; First Half of Criteria	Working Groups	December 2020
Review of First Draft	Self-Study Co-chairs	January 2021
Review of First Draft	President & Provost	January 2021
First Draft Returned to Working Groups	Working Groups	February 2021
Editors Identified	Support Team	December 2020
Status Report on Working Groups	Steering Committee	February 2021
Outline of Draft #2	Working Groups	March 2021
Approval of Outline of Draft #2	Self-Study Co-chairs	March 2021
Draft #2; remaining criteria	Working Groups	May 2021
Review of Second Draft	Self-Study Co-chairs	June 2021
Review of Second Draft	President & Provost	June 2021
Second Draft Returned to Working Groups	Working Groups	July 2021
Status Report on Working Groups	Steering Committee	August 2021
Self-Study Final Review Before Being Sent to Editors	Working Groups	Summer 2021



Self-Study Sent to Editors	Editors	September 2021
Compliance Report	Compliance Working Group	September 2021
Self-Study Returned to Working Groups for Final Edits	Working Groups	October 2021
Self-Study Sent to Campus Community for Comments	ALO	November 2021

## VII. Organization of the Final Self-Study Report

**Include an outline of the organization, format and structure of the final Self-Study Report, including information that will be found in the document's introduction and conclusion, and initial indications of the focus of each chapter. In cases where the institution employs the priorities-based approach, this section contains a description of which Commission Standards will be addressed in a separate chapter of the Self-Study Report**

The final version of the Self-Study Report will be organized in a traditional book chapter format:

Table of Contents

Executive Summary

Requirements of Affiliation

Chapter 1: Institutional Profile

Chapter 2: Standard I: Mission and Goals

Identification and analysis of data

Opportunities for Improvement and Innovation

Chapter 3: Standard II: Ethics and Integrity (Criterion #8: Compliance)

Identification and analysis of data

Opportunities for Improvement and Innovation

Chapter 4: Standard III: Design and Delivery of the Student Learning Experience

Identification and analysis of data

Opportunities for Improvement and Innovation

Chapter 5: Standard IV: Support of the Student Experience

Identification and analysis of data

Opportunities for Improvement and Innovation

Chapter 6: Standard V: Educational Effectiveness Assessment

Identification and analysis of data

Opportunities for Improvement and Innovation

Chapter 7: Standard VI: Planning, Resources and Institutional Improvement

Identification and analysis of data

Opportunities for Improvement and Innovation

Chapter 8: Standard VII: Governance, Leadership and Administration

Identification and analysis of data  
Opportunities for Improvement and Innovation  
Chapter 9: Conclusion: Major Findings, Challenges, and Opportunities  
Evidence Inventory  
Appendices

**Format:**

PDF

Times New Roman- 12 point- single spaced

Page numbering – bottom center

APA style

### **VIII. Verification of Compliance Strategy**

**Each institution is required to complete a Verification of Compliance process. Include a description of what strategy(ies) the institution will employ to successfully complete this process, including:**

**•What groups, offices or individuals will be responsible for the process. In cases where a separate Working Group has been organized to lead the institution through this process, include a listing of the members of this group.**

#### **Standard 2, Criterion #8: Compliance Working Group**

Patrice Marks – ALO

Steve Schwarz- Faculty, Business and Public Service (Computer Science)

Marianne Brosnan- Academic Advisor

Paul Michaud- Director, Transfer and Career Services

Erin Kislán- Associate Director, Financial Aid

John Wheeler- Registrar

Janet Thompson- Executive Director, Marketing & Public Relations

Holly Smythe- Instructional Designer

**•How those responsible for the Verification of Compliance process will communicate with the Working Groups and Steering Committee.**

The team selected are key RVCC employees who work directly with the eight areas identified by the Commission:

*Student Identity Verification in Distance and Correspondence Education*

*Transfer of Credit Policies and Articulation Agreements*

*Title IV Program Responsibilities*

*Institutional Record of Student Complaints*

*Required Information for Students and the Public*

*Standing with State and Other Accrediting Agencies*  
*Contractual Arrangements*  
*Assignment of Credit Hours*

Each member will be assigned one of the areas and, in consultation with the relevant offices and units, will be responsible for providing the appropriate documentation to be presented to the Commission as evidence of Verification of Compliance. The ALO will chair this Working Group and will keep the Steering Committee, Working Groups, and Support Team apprised of its progress.

## **IX. Self-Study Timetable**

**Include a timeline for each major step in the process, beginning with early preparation to completion of the process. In this section, indicate whether you prefer a Fall or Spring visit by the Evaluation Team, list major milestones in the self-study process, and when they will be achieved.**

Because of the many uncertainties generated by the Covid-19 pandemic, RVCC has created a semester-based timetable as opposed to a monthly one. We do not know, for example, if we will be back on campus for the fall 2020 semester. This lack of operational clarity may impact our scheduled fall progress. We will update the timetable once we have a clearer idea of our fall 2020 operations.



## Spring 2020

- Faculty, staff, students and administrators to Working Groups.
- Self-Study Co-Chairs meet with Steering Committee to discuss self-study outcomes, charges to the Working Groups, and guidelines for reporting.
- Working Groups meet to review their Standards and to compile lists of key personnel with whom to meet and documentation/ evidence they wish to examine.
- Working Groups finalize lists of documentation they require and complete Documentation Roadmap.
- Submit Self-Study Design to MSCHE VP Liaison, Dr. Bob Bonfiglio.
- Campus visit by to MSCHE VP Liaison, Dr. Bob Bonfiglio, Tuesday May 19. (postponed)



## Fall 2020

- Working groups prepare draft #1 including at least half of the criteria of their standards.
- Draft #1 submitted to Self-Study Co-Chairs for review and comments.
- Draft #1 sent to President and Provost for review and comments.
- Draft #1 returned to Working Groups for revisions.
- Self-Study editors identified.



## Spring 2021

- Working groups prepare draft #2 of the Self-Study including all remaining criteria.
- Draft #2 submitted to Self-Study Co-Chairs for review and comments.
- Draft #2 sent to President and Provost for review and comments.
- Draft #2 returned to Working Groups for revisions.



## Fall 2021

- Revised document sent to editors
- ALO and team prepare Verification of Compliance Report.
- Final edits are made to the Self-Study.
- Revised document presented to campus community for review and comment.
- Further edits made if necessary.
- Preparations for site visit.



## Spring 2022

- MSCHE Site Visit (date TBA)
- “The evaluation process consists of two interrelated phases: a self-study, conducted by an institution, and peer review, conducted by an Evaluation Team. Evaluation team members and team chairs are volunteers who are selected from the academic community within the Middle States region and throughout the nation to assist in ensuring the quality of higher education institutions and to help them improve.”

### **X . Communication Plan**

**Include a Communication Plan with a listing of intended audiences, communication methods, and timing. This plan is used to guide the Steering Committee and its Working Groups in gathering feedback from institutional stakeholders and updating them about**

**major developments related to the self-study process. The plan may be integrated with the Self-Study Timetable (Section IX) if desired.**

Date	Purpose	Sent/ Presented by	Audience	Methods of Communication
Nov 2019	Information about MSCHE Standards	ALO	BOT	BOT monthly meeting
Dec 2019	Information about RVCC's Self-Study	ALO	Campus Community	email
Jan 2020	Information about RVCC's Self Study and Presentation of Steering Committee	Provost and ALO	All College employees	All College Day meeting
Jan 2020	Steering Committee Information Session and Charge Meeting	Self-Study Co-chairs	Steering Committee	Meeting
Jan & Feb 2020	Institutional Priorities Survey	Executive Assistant to the Provost	Campus Community	email
Feb 2020	Invitation to Pre-SS campus visit with MSCHE VP	ALO	Campus Community	email
March 2020	Institutional Priorities	Provost and ALO	Campus Community	Forum
April 2020 POSTPONED	Self-Study	BOT	President and ALO	Retreat
June 2020	Update on Self-Study Design	ALO	Campus Community	email
August 2020	Working Groups Training	Self-Study Co-chairs	Working Groups	Training workshop
September 2020	Update on RVCC's Self-Study	Self-Study Co-chairs	Campus Community	Forum
October 2020	Update on RVCC's Self-Study	ALO	Campus Community	email
November 2020	Update on RVCC's Self-Study	ALO	BOT	BOT monthly meeting
Feb 2021	Update on RVCC's Self-Study	ALO	Campus Community	email
March 2021	Update on RVCC's Self-Study	Self-Study Co-chairs	Campus Community	Forum
April 2021	Update on RVCC's Self-Study	ALO	BOT	BOT monthly meeting
May 2021	Compliance Team Meeting	ALO	Compliance Team	Meeting

Aug-Dec 2021	Preparations for Site Visit	Self-Study Co-chairs	Executive Offices, Steering Committee, Working Groups	Meetings
November 2021	Information on Evaluation Team Site Visit	ALO	Campus Community	email
December 2021	Self- Study Draft	ALO	Campus Community	email
TBD 2022	Submit Self-Study	ALO	Evaluation Team Chair	Mail
TBD 2022	Send copies of Self-Study to Evaluation Team	ALO	Evaluation Team	Mail
TBD 2022	Notify Campus of Dates of Site Visit	ALO	Campus Community	email
TBD 2022	Site Visit by Evaluation Team			

## XI. Evaluation Team Profile

**It is important that the Commission obtain sufficient information about the institution to organize an Evaluation Team to evaluate the institution's compliance with the Standards for Accreditation, Requirements of Affiliation, policies and procedures, and federal requirements, and provide meaningful feedback to the institution relating to the institution's compliance. Along these lines, provide the following information:**

**•Team Chair: Indicate the specific expertise desired in the Team Chair, such as experience at similar institutions, experience with the identified institutional priorities, or expertise in a program or process. The Team Chairs are usually chief executive officers, presidents, or chief academic officers. A preference for any of these will be helpful in identifying the appropriate person.**

- Community College President with at least 5 years of experience;
- Previously served on/ chaired an MSCHE Evaluation Team;
- Workforce experience;
- Residence Life experience;

Dr. Cathleen C. McColgin  
Herkimer College  
President

Dr. Greg Truckenmiller  
Fulton-Montgomery Community College  
Acting President

Dr. Kevin E. Drumm  
Broome Community College  
President

Dr. James M. Sunser  
Genesee Community College  
President

Dr. Quintin B. Bullock  
Community College of Allegheny County  
President

Dr. Susan Looney  
Reading Area Community College  
President

Dr. Mark Erickson  
Northampton Community College  
President

Dr. Rafael Ramirez-Rivera  
Universidad Interamericana de Puerto Rico  
Chancellor

**•Peer Evaluators: The team usually includes evaluators that have expertise/experience with academic affairs, assessment, student affairs, faculty issues, and financial issues. As with the Team Chair, outlining specific expertise desired in the evaluators, such as expertise in a discipline or process, or a background working with a certain type of institution, will be helpful in identifying appropriate potential team members. If the institution has distance education programs, a team member will be identified with that expertise.**

- From a mid-sized community college;
- Labor relations and collective bargaining experience;
- Grants experience;
- Experience with challenges regarding enrollment, public funding, and change management.

**•Institutions that are considered comparable peers, preferably within the Middle States region:**



Frederick Community College, MD  
Northampton Community College, PA

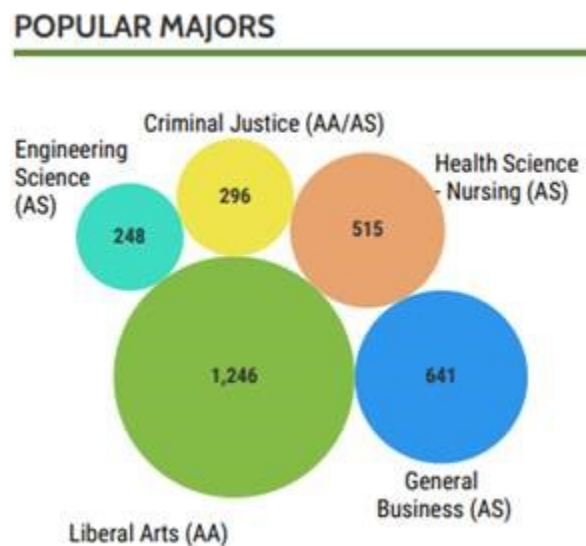
• **Institutions that are considered aspirational peers, preferably within the Middle States region; and,**

La Guardia Community College, NY  
Northern Virginia Community College, VA  
Montgomery College, PA

• **If necessary, institutions whose representatives might present conflicts of interest should they serve on the self-study evaluation team, as outlined in the Commission's policy Conflict of Interest: Commission Representatives.**

Employees from any NJ community college may present a conflict of interest.

• **A listing of the institution's top programs by enrollment would be helpful as well.**



*Although the institution's expressed preferences will be given careful consideration, the final decision about team membership remains with the Commission and its staff.*

## **XII. Evidence Inventory**

**Describe the institution's strategies for populating and managing the Evidence Inventory, from the beginning of the self-study process forward. Strategies might include designating a separate Working Group, assigning the refinement of the Evidence Inventory to members of the Steering Committee, among others.**

The Working Groups will select and compile supporting documents which provide clear evidence of compliance with each standard. The Steering Committee will convene, with the co-chairs of each standard presenting the documentation selected and the other members providing feedback. The next step will be a joint meeting of the Support Team and Steering Committee to finalize which documents will be included, excluded, or those that need to be added. The Self-Study Co-Chairs will lead this process along with the Provost and her Executive Assistant who manages the Documentation Roadmap and will manage the Evidence Inventory.

**Documentation Roadmap:** The Raritan Valley Community College Documentation Roadmap is attached.