2023 Self-Study Design

Bergen Community College

Middle States Matters 2024-25

Bergen Community College · Review, Reaffirm, Renew, Reimagine ·

FORWARD

The Self-Study Design document is an internal document that will serve as a guide for the Self-Study process and enable the Steering Team and working groups to conceptualize and organize the tasks necessary to complete the Self-Study process.

This document will be shared with the College's Middle States Commission on Higher Education (MSCHE) Staff Liaison. It is the primary evidence that MSCHE uses to grant approval for a college to begin the Self-Study process. The Self-Study Design document is also to be shared with the entire College community as a reference tool as they collaboratively work to create the final Self-Study Report.

To assist the MSCHE Staff Liaison in understanding Bergen Community College, an Institutional Overview and Bergen's Mission, Vision, Values, and Institutional Goals are included. The model for the Self-Study is included as it defines the framework for the Self-Study plan described in the Design Document.

Also included in the Design Document is the intended outcome of the Self-Study process. No self-study should be entered into simply for the sake of maintaining accreditation. The resources, both personnel and financial, are simply too high for a college to set such a low bar as reaccreditation alone. Therefore, this section describes the benefits Bergen Community College expects to acquire through this process.

This document was written by Bergen Community College's Accreditation Liaison Officer. The Planning Committee and numerous other members of the Bergen faculty and staff have also contributed to the document. The production of this document and the preparation that the College has made in anticipation of the upcoming Self-Study was not the work of one person (the Accreditation Liaison Officer) but rather of a team of dedicated College professionals. In the Planning Committee section of the design document, committee member roles and contributions have been acknowledged and lauded.

The Design Document is also intended as a guide for the members of the Bergen community in how to engage in the Self-Study process. The roles and responsibilities of the Steering Committee Co-Chairs and members; Working Group Chairs, Co-Chairs, and members; and the Accreditation Liaison Officer are provided.

Guidance, advice, and directions are specifically provided in the Design Document regarding the creation and writing of the Self-Study Report. The *Editorial Style and Formatting Guidelines* section is provided to specifically describe the word processing parameters. The *Roles and Responsibilities* section describes the duties ascribed to all participants in the Self-Study process. The section titled *The Self-Study* discusses how the report is to be organized.

Particular attention should be paid to the last section of the Design Document called *The Self-Study Roadmap* which lists the Analysis Roadmaps and Evidence Inventory. These are primary

resources to assist with the writing of the Self-Study Report. The Analysis Roadmap contains a list of questions related to the criteria listed in the Standards. The Evidence Inventory provides a list of all documents that a participant should use and reference when writing the report. Data collection and analysis will drive the Self-Study Report writing process, resulting in a comprehensive narrative that is primarily analytical and data-informed. Writers will use description as a necessary technique to put the discussion in context and to make the suggestions and findings meaningful.

Gary F. Porter, Ph.D.
Professor, Chemistry
Accreditation Liaison Officer

I. INSTITUTIONAL OVERVIEW

Operating on three sites in central and southern Bergen County, New Jersey, Bergen Community College (Bergen) has served the county since 1965. A publicly supported two-year college, Bergen remains committed to the hallmarks of a community college education – quality, access, equity, and affordability – for all who seek lifelong learning opportunities.

The College serves a growing and diverse urban community. Bergen County stretches over 237 square miles in the northeastern corner of New Jersey across the Hudson River from New York City. Bergen Community College serves the County's 953,819 residents (approximately 10 percent of the total 21-county New Jersey population according to the 2020 U.S. Census) and is a county of contrasts. Within its borders, one finds great wealth and great poverty, municipalities with rich resources and cities with declining tax bases, open spaces and cramped quarters, high- and low-performing schools. The majority of our students come from the Southern part of Bergen County. Bergen Community College serves a similar proportion of Hispanic (40.4 percent) and Black (6.9 percent) students, compared to the racial/ethnic breakdown of this region (42.6 percent Hispanic and 7.2 percent Black).

Bergen is the largest community college in the State of New Jersey. Off-site locations in Hackensack (the Philip Ciarco Jr. Learning Center) and Lyndhurst (Bergen Community College at the Meadowlands) offer additional accessible options for county residents. As of Fall 2022, Bergen enrolls 11,192 credit students in Associate in Arts (A.A.), Associate in Science (A.S.), Associate in Fine Arts (A.F.A.), Associate in Applied Science (A.A.S.), certificate and certificate of achievement programs. Fifty-two percent of our students were full-time, taking 12 or more credits in Fall 2022. Approximately 4,300 students were enrolled in noncredit, ESL (English as a Second Language), or professional courses through the Division of Continuing Education and Workforce Development, the Institute for Learning in Retirement, and the Philip Ciarco Jr. Learning Center in Hackensack. The noncredit student population is limited to the Paramus campus and Hackensack location with 31 percent of the College's noncredit student population taking at least one course at the Hackensack location in Fiscal Year 2022 and the remaining students attending classes in Paramus.

The College offers 73 degree and 38 certificate programs and is recognized for its outstanding programs in the health professions, science, technology, engineering, and mathematics, the liberal arts, business administration, and criminal justice. Classes are offered during the day and in the evenings at the College's multiple locations, including in-person, hybrid, and online modalities.

Bergen Community College is fully accredited by the Middle States Commission on Higher Education (MSCHE), with its accreditation last reaffirmed in June 2016. In addition, Diagnostic Medical Sonography, Medical Office Assistant, and Surgical Technology are accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The Respiratory Care program is accredited by the Commission on Accreditation for Respiratory Care (COARC). The Nursing program is accredited by the Accreditation Commission for Education in Nursing (ACEN). The Dental Hygiene program is accredited by the Commission on Dental Accreditation (CODA). The Radiography and Radiation Therapy Technology are

accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT) and the New Jersey Radiologic Technology Board of Examiners. Paralegal Studies and Legal Nurse Consulting are approved by the American Bar Association (ABA), the Veterinary Technology program is accredited by the American Veterinary Medical Association (AVMA), and the Paramedic Science program is accredited by the Committee on Accreditation of Education Programs for the EMS Professions (COAEMSP).

Within the last decade, Bergen has seen considerable growth in its physical space with the most substantial addition being the completion of the Health Professions Integrated Teaching Center in Paramus. The 62,000 square foot center is the first of its kind in the region and features state-of-the-art dental hygiene equipment, a simulated operating room, and radiography and ultrasound labs. More recent construction projects include the reimagined campus quad including an outdoor classroom and the complete renovation of the Student Affairs One-Stop Center the main campus. The College's Science, Technology, Engineering and Mathematics (STEM) program has gained notoriety over the past decade with the support of over $9 million in federal grant funding to expand its facilities and improve student success. The unique, nationally prominent STEM Student Research Center (opened in 2019) has enabled the College to offer students the opportunity to conduct research and publish under the supervision of faculty mentors, something not typically found at community colleges.

The Executive Director of the Bergen Community College Foundation has spearheaded the initiative to assemble the College's own curated, donated art collection, which now includes over 200 works displayed throughout the College. This initiative is transforming the entire space of the College.

The College is proud of its designation as a Hispanic-Serving Institution (HSI). Of Bergen's fall 2022 enrollment of 11,192 students, 59 percent identified as ethnic minorities with 40.4 percent Hispanic, 30.2 percent White, 9.3 percent Asian, 6.9 percent Black/African American, 0.2 percent Hawaiian/Pacific Islander, and 0.2 percent American Indian/Alaska Native. Bergen's student body is majority-minority. For example, of the 591 students who took at least one course at our Lyndhurst location in Fall 2022, forty-nine percent self-identified as Hispanic, followed by 28.4 percent White, 7.3 percent Asian, 4.1 percent Black/African American, 0.2 percent Hawaiian/Pacific Islander, and 0.0 percent American Indian/Alaska Native. The College serves both traditional and non-traditional aged students: 53.9 percent were 18 to 21 years old, 14.3 percent were 22 to 24 years old, and 24.6 percent were 25 years of age or older. Fifty-three percent of those enrolled were women. Many services and initiatives support this population.

Enrollment was impacted by the COVID-19 pandemic. In Fall 2022 enrollment was dramatically affected. That fall semester, enrollment dropped 12 percent from the previous fall term (11,409 students in Fall 2020 versus 12,968 students in Fall 2019). The lingering effect was still observable in Fall 2021, during which 10,800 students enrolled, a decline of 5.3 percent from Fall 2020. However, Bergen's fall enrollment bounced back in Fall 2022 to 11,192, a 3.6 percent increase over Fall 2021.

Bergen leads New Jersey community colleges in the number of students graduating with a degree or certificate. Alumni have attended the country's most prestigious universities, including all

eight Ivy League institutions. The College has an award-winning Phi Theta Kappa (PTK) chapter, earning the Most Distinguished Chapter award in 2019. Due to its location, academic programs, and reputation, the College attracts students from over 109 different countries with the largest group of non-U.S. citizens hailing from the Dominican Republic, Republic of Korea, Colombia, Ecuador, Turkey, and Albania.

The stark reality of educational inequality is a challenge that Bergen Community College addresses with programs and services that mitigate the structural barriers students face. For many, Bergen is the only bridge to a better future in a county that ranks, on one extreme, in the top 12 percent of counties nationwide for income mobility. Prior to the pandemic, 25 percent of Bergen students said they worked more than 30 hours per week, and 56.3 percent provided care to dependents living with them. Thirty-four percent received high need-based financial aid; and 44 percent were likely/very likely to leave the College because of lack of finances. Nearly 40 percent of BCC's first-year students are first-generation college students *(CCSSE 2018)*. In a recent survey polling new students at Bergen, 61 percent of respondents said they work while attending college. To pay for their first semester at Bergen, 26 percent said they mainly finance their education on their own through wages earned at a job or personal savings; and 23.4 percent said their main funding source is one that they will need to repay (i.e., loans). However, 27 percent of respondents said they did not apply for financial assistance and 26 percent said they did not seek information about financial aid, perhaps demonstrating a lack of understanding of how financial aid works and what resources are available to them *(BCC New Student Survey 2022)*.

Most Bergen students have English-language reading and writing deficiencies and place into developmental English. Almost two-thirds of the College's first-year, first-time students take remedial courses (65.3 percent in fall 2020): 33.4 percent place into the lowest mathematics course and 12.4 percent place into the lowest English Basic Skills course (59.7 percent and 52.0 percent of whom are Hispanics/Latinos, respectively).

Forty-seven percent of Bergen students receive financial aid. During the 2021-2022 academic year, 39 percent of students received Pell Grants, 10 percent received SEOG, and 19 percent received Tuition Aid Grants. Additionally, 15 percent of students borrowed Subsidized Stafford Loans and 14 percent accepted Unsubsidized Stafford Loans. In 2021-2022, the Bergen Community College Foundation awarded $583,000 in grants and scholarships to 460 students.

Leadership

Eric M. Friedman, Ph.D. began his tenure as President of Bergen Community College in January 2021 in the midst of the COVID-19 pandemic. Assuming the top leadership post of New Jersey's largest community college remotely during tumultuous times created unique challenges as well as opportunities for Bergen's eighth president.

President Friedman found there were a number of divergent questions that the pandemic exacerbated:

- How can the College position itself at the center of a regional economic recovery effort to provide its students and community members with learning opportunities that will lead to upward economic mobility and also support the local economy?
- What can the College do to support and encourage Bergen County residents to return to college to complete their studies and earn a degree or credential? What support services and resources will the College need to deploy to help "some college, no degree" students in achieving their educational goals?
- Is the College providing its students with the accessibility and support services that they need to successfully complete their education?
- How can Bergen support its students as they grapple with a rise in racial, ethnic, religious, sexual orientation, and other identity-based hate crimes and social justice issues?
- What is Bergen's cultural climate for students and employees and how can the College improve upon the culture to better support its Mission?

During President Friedman's first year, he launched two key efforts: the President's Advisory Committee on Diversity, Equity and Inclusion (PACDEI) to drive the College's diversity, equity, and inclusion initiatives and the Economic Recovery Committee (ERC) to position the College at the center of the region's post-pandemic economic recovery efforts.

The PACDEI efforts began with a survey of the College's cultural climate. Responses to the survey were received from 1,199 students, 300 faculty, and 305 staff. These responses will serve as a foundation for the development of the College's first DEI Action Plan.

The Economic Recovery Committee launched two key efforts in support of their work. The first was a survey of all businesses in Bergen County to help the College understand the post-pandemic challenges of small businesses. Survey results indicated that graduates with soft skills, such as professionalism and the ability to collaborate and communicate, were needed in the workplace more desperately than hard skills. The second initiative, developed in response to survey results, was to launch SizeUp, a County-funded paid internship program where student "business support specialists" are paired with local entrepreneurs to assist them in building their businesses. This free service has helped over 600 Bergen County businesses by equipping them with industry market data, social media and web service support, and networking. This initiative received the 2021-2022 Innovation of the Year Award from the League for Innovation in the Community College. It is a best-practices example of an exemplary partnership between a county community college and county government.

Also under Dr. Friedman's leadership, Bergen's partnership with the New Jersey Council of County Colleges' (NJCCC), Community College Consortium for Workforce and Economic Development's NJ Pathways Centers for Workforce Innovation has extended into four of the ten identified industries with critical labor market needs (more than any other community college in New Jersey). These include patient care, cybersecurity, renewable energy, and research and development. This effort aligns and improves curriculum and industry-valued credentials and creates multiple pathways for students to enter into the industry.

To maintain academic continuity during the pandemic, faculty training sessions pivoted to online modality and adapted existing resources to support remote teaching. The training program "Teach Your Course Remotely" was offered to all faculty to learn essentials of remote teaching. This program provided step-by-step instructions, short tutorials, online recordings, and moderated discussions to help with setting up web-based courses. In addition, the existing effective teaching practice ACUE course was offered with focus on online practices and strategies.

In response to the pandemic, Bergen instituted Distance Learning (DL) Mentors to support faculty. Faculty previously trained for online teaching were assigned as DL Mentors in each division. The DL mentors were lead presenters for many of the real-time training sessions on how to use academic technologies including the Learning Management System and video conferencing solution. The Cisco WebEx solution helped with capturing recorded lessons from the place of delivery and Tablet PCs were provided to faculty to replace classroom whiteboards. The "Resource Area – Online Orientation" training course introduced students to the online learning environment. It also provided a space to practice a variety of e-tools before starting a web-based course. A 24/7 help desk service with online chat and a ticketing system helped to troubleshoot technical problems. The existing academic support services such as tutoring and library reference assistance were offered virtually to support learners. To maintain academic integrity, online proctoring solutions and plagiarism detection tools were available for all web-based courses.

The College's new Center for Online Learning was established to expand access and enable the College to offer a full, cohort-based online college experience. The fully virtual center was launched in spring 2023 with two degree-granting programs, psychology and business administration, and a complete complement of online services, resources, and assets.

Board Chair Dorothy Blakeslee leads the College's Board of Trustees. First appointed to the governing panel in 2003, she is the longest tenured member on the Board having served as treasurer for many years while also representing the trustees on the Bergen Community College Foundation Board of Directors.

Key Highlights

- First Lady of the United States Dr. Jill Biden and Secretary of the Department of Education Miguel Cardona visited the College in 2022 to recognize Bergen's exemplary student support resources.
- Twenty Bergen students in the last decade have earned the prestigious $55,000 per year Jack Kent Cooke Undergraduate Transfer Scholarship.
- College resources include the Henry and Edith Cerullo Learning Assistance Center which has twice earned recognition as the "tutoring center of the year" by the National Tutoring Association and the National College Learning Center Association.
- Bergen's Phi Theta Kappa Alpha Epsilon Phi honor society was recognized by the Phi Theta Kappa Honor Society as its Most Distinguished Chapter in 2019 and continues to receive awards and recognition as one of the "Top 100 Chapters" in the world.

- Bergen's STEM Student Research Center students earned first place honors in the national Community College Innovation Challenge sponsored by the National Science Foundation and American Association of Community Colleges for their "ScanCan: The Intelligent Recycling Bin" project.
- For every dollar spent by taxpayers and Bergen County government, Bergen returns $5.60 to the state economy and $7.90 to the county economy.
- Eighty-nine percent of career program graduates secure employment within one-year.

Mission, Vision, Values, and Institutional Goals

In the late spring of 2022, the Accreditation Liaison Officer initiated the process of reviewing the seven Standards of Accreditation and their corresponding criteria. The process was designed to create a draft of the Lines of Inquiry and initial Evidence Inventory in support of the upcoming College Self-Study. That process indicated that the College's Mission, Vision, and Values statements could be enhanced if the College embarked on a Mission review process. In addition, it was suggested that with the expiration of the existing Strategic Plan in 2023, reviewing the Mission, Vision, and Values statements with the inclusion of Institutional Goals, would serve as a foundation stone and part of a comprehensive process for the creation of the College's next Strategic Plan.

In support of the College's accreditation efforts and following the input and recommendations from the President and multiple stakeholders, the decision was made to undergo a comprehensive review of the existing Mission, Vision and Values statements during the mid-summer and fall semesters of 2022. Members of the Bergen community (faculty, staff, students, alumni, Bergen County leaders and community members) participated in multiple meetings and discussions, providing valuable input into the development of these updated college-wide statements. The process included solicitation of feedback from the Student Government Association, Management Team, and the College-wide All College Forum meetings. Surveys were also administered to give an opportunity for stakeholders to provide specific, detailed feedback and suggestions on the proposed Mission, Vision, Values, and Institutional Goals statements. A special session was also convened for governmental and industry partners.

The College's Board of Trustees actively participated in the process, reviewing the recommendations brought forward and offering their input and suggestions for consideration. As a result of this inclusive and iterative process, the College revised its Mission, Vision, and Values statements and developed new Institutional Goals. The review process culminated in formal approval by the Board of Trustees of the updated Mission, Vision and Values statements and Institutional Goals at its January 10, 2023 meeting.

Following are the College's new Mission, Vision, Values, and Institutional Goals:

Mission: Bergen Community College provides accessible and transformative programs and services to its diverse community. As a comprehensive community college, we are committed to student success, innovation, and inclusivity.

Vision:

Bergen Community College will be:
- A first-choice option for its community.
- A national model for innovation and partnerships.
- An institution recognized for its ability to meet the needs of an ever-changing student population in a landscape of evolving employers' workforce needs.

Values:

Consistent with Bergen Community College and who we are as a community, these core values guide our daily work:

Commitment: We are committed to providing an education in the liberal arts, sciences, technical fields, and a variety of non-credit programs that foster critical thinking, facilitate upward mobility, and instill a sense of purpose.

Creativity: We are imaginative and innovative in promoting success for our students and in accomplishing our goals.

Collaboration: We emphasize teamwork and acknowledge and take pride in the contributions of others.

Communication: We regularly and openly share what we do with both internal and external community members.

Care: We identify, prioritize, and resolve issues by leading with an ethic of care.

Challenge: We challenge ourselves to improve upon our programs and services.

Celebration: We acknowledge, honor, and take pride in the quality of our work and the work of others.

Institutional Goals:

Institutional Goal #1 Bergen Community College serves the needs of a diverse college population by creating a welcoming campus environment where all members of the community are valued. The College adheres to the principles of access, equity, and inclusion.

Institutional Goal #2 Bergen Community College offers educational programs and services that promote success for students of different abilities and economic needs.

Institutional Goal #3 Bergen Community College provides evidence of effective educational experiences.

Institutional Goal #4 Bergen Community College offers programs and services which enable community members to engage in lifelong learning opportunities.

Institutional Goal #5 Bergen Community College cultivates community relationships which support a growing network of partnerships with external organizations.

Institutional Goal #6 Bergen Community College shares its stories of success as a vital resource in Bergen County and the surrounding region.

II. INSTITUTIONAL PRIORITIES

In May 2022, Bergen assessed and determined that a review of the College's Mission, Vision, and Values statements was necessary for the institution. The absence of institutional goals was identified as a deficiency in the existing mission documents. It was determined that without clearly defined institutional goals, it would be difficult to create appropriate and necessary connections to future strategic planning goals as well as the President's annual goals. Throughout the fall 2022 semester, the College engaged in a comprehensive review and subsequent revision of the Mission, Vision and Values and the creation of Institutional Goals. The recommended Mission, Vision, Values, and Institutional Goals were presented to the Board of Trustees for their review and consideration at their January 2023 meeting. As proposed, the revised Mission statement is supported by six connecting institutional goals that will serve to inform the College's work and quality improvement initiatives. In addition, the revised vision and values statements help to define what the new leadership team hopes to achieve and articulates the core principles that will guide and direct the College.

These revisions positioned the College well when development of the next Strategic Plan began in 2023. As approved by the Board of Trustees, the Mission, Vision, Values and Institutional Goals will serve as the foundational blocks on which to build the next plan. The strategic planning process and subsequent plan will align the College's Mission with its Vision and provide the roadmap as the College continues on its journey to serve the educational needs of its students and community. As the Standards working groups collect data for the Self-Study, that data will be used to identify areas of need to help inform the next Strategic Plan.

As the new Strategic Plan is developed and the supporting Institutional Priorities are finalized, the following interim Institutional Priorities will serve to guide the work of the Self-Study working groups. These priorities are informed by the 2018-2023 Strategic Plan, President Friedman's 2022-2023 Presidential Goals, and the new Bergen Community College Institutional Goals.

1. Improve Student Learning and Success - Improve student persistence, completion, transfer, and career success while focusing on closing achievement gaps, particularly for the most at-risk student populations.
2. Create a More Robust and Holistic Student Experience - Assess, understand and refine the student enrollment process to offer robust, coordinated and highly effective systems of support to enable student success and promised outcomes. Modernize College facilities and grounds to provide transformative and inclusive places for the College community to collaborate, innovate, and belong.
3. Advance Efforts in Diversity, Equity, and Inclusion – Reinforce Bergen's commitment to diversity, equity and inclusion through its policies, training, outreach, campus development and other mechanisms that position the College to model the type of community and broader society we want to build and foster.

4. Expand Partnerships with Education, Industry and Community - Improve and initiate strong partnerships with educational institutions, business and industry, and community-based organizations to build upon aligned priorities and a shared vision for success.

The College's Mission provides the linkages for the entire process, informing the development of the new Strategic Plan and the finalized Institutional Priorities. The Institutional Priorities in turn are central to the Self-Study process which is the vehicle for demonstrating how the College meets the seven Standards for Accreditation and Requirements of Affiliation. As the College begins to align the interim Institutional Priorities with key elements of the new Mission, it will use them to inform the Strategic Plan development. Once the new Strategic Plan is adopted, the Institutional Priorities will be updated and finalized.
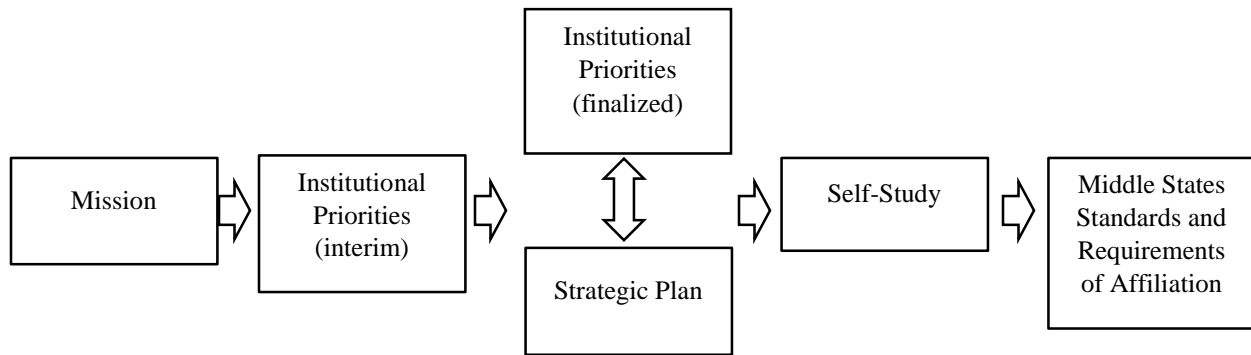
As developed by College leadership and the Steering Team, the interim Institutional Priorities align with the new Mission statement as follows:
D = Direct Linkage
I = Indirect Linkage

Mission Elements	Priority 1: Improve Student Learning and Success	Priority 2: Create a More Robust and Holistic Student Experience	Priority 3: Advance Efforts in Diversity, Equity, and Inclusion	Priority 4: Expand Partnerships with Education, Industry and Community
*Accessible	D	D	D	I
*Transformative	D	I	I	D
*Inclusivity	D	D	D	I
*Student Success	D	D	D	I
*Innovation	D	D	I	D

These four priorities will be considered by the seven self-study working groups that will address the standards through the lens of a direct or indirect linkage, as indicated below:

Institutional Priority	Standard I	Standard II	Standard III	Standard IV	Standard V	Standard VI	Standard VII
1. Improve Student Learning and Success			D	I	D		

	Col1	Col2	Col3	Col4	Col5	Col6	Col7
2. Create a More Robust and Holistic Student Experience			D	D	I		
3. Advance Efforts in Diversity, Equity, and Inclusion		D	I	D			
4. Expand Partnerships with Education, Industry and Community	I	D					D

The Strategic Planning Committee began its work in earnest in early 2023, drawing input from faculty, staff, students, board and community members through numerous town hall sessions, focus groups, surveys, and examination of internal and external environmental data. Refinement of the Institutional Priorities during the spring 2023 semester will support the work of the Strategic Planning Committee. The planning process will continue throughout the 2023 calendar year with implementation of the new Strategic Plan slated for January 2024. As the plan is developed, the committee will continually work to assess and answer the following questions:

- "Where are we?"
- "Where do we want to be?"
- "How do we strategically get there?"

As the College moves through the strategic planning process, it will concurrently revisit the Institutional Priorities to ensure all College constituents have ample opportunity to provide input to both the new Strategic Plan and Institutional Priorities. Finalizing the Institutional Priorities will require input from both internal and external College constituents. While not an all-inclusive list, input will be gathered through the following fora:

- Student Government Association meetings
- Faculty Senate meetings
- Town Hall events (college-wide)
- All College Forum (college-wide)
- Pizza with the President (student-focused)
- Board of Trustees meetings and special sessions
- All Faculty Conference (faculty professional development)
- Management Team Meeting
- College-wide survey
- Cabinet
- Advisory Boards

As input is gathered, the College will be able to narrow those priorities down to the final three to four key priorities.

III. INTENDED OUTCOMES OF SELF-STUDY

Bergen Community College's fact-based, data-informed approach to continuous improvement stands at the center of its progress toward achieving its Mission and Goals. The Middle States Self-Study Process will provide Bergen's community with an opportunity for self-reflection and deliberation of these efforts as it assesses its programs and services.

Furthermore, the analysis will provide a broader understanding of how well various units are fulfilling Bergen's Mission to provide accessible and transformative programs and services to its diverse community while reinforcing the Bergen community's commitment to student success, innovation, and inclusivity.

The Intended Outcomes of the Self-Study are to:
- Demonstrate via the *reflective* Self-Study process and narrative, supported by focused, high-quality evidence, that Bergen Community College meets the Middle States Commission on Higher Education's Standards for Accreditation and Requirements of Affiliation.
- Demonstrate improvement in the depth and breadth of assessment activity in both academic and non-academic units, year-over-year.
- Formalize a framework for continued institutional improvement.
- Strengthen the feedback loop of both internal constituents and external partners to create more opportunities for input and greater transparency as the College moves forward.
- Adopt the Standards of Accreditation as set forth by the Middle States Commission on Higher Education as the intentional framework for Bergen Community College to continuously improve and utilize *future* evidence-based decision-making in support of its programs and services.

IV. SELF-STUDY APPROACH

Bergen Community College will use the standards-based approach for its Self-Study. With the unprecedented impact of COVID-19 on the higher education environment and the College's new strategic plan development underway, this model will serve the College well and help place the institution in a position to move forward effectively.

A standards-based approach provides a template in which the faculty and staff can comprehensively assess the College's current position while identifying additional alignments necessary to improve student success in the future. This approach will address the Middle States accreditation standards through a model that incorporates nine working groups, seven of which are tied directly to the standards, with diverse representation from all Bergen Community College stakeholders.

An invitation to participate in the Self-Study process was sent to all members of the College community in spring 2022. Over 50 individuals initially accepted the invitation. Throughout the spring and summer all volunteers were interviewed to assess their interest and best fit within the committee structure. Early in the interview process, the President appointed three Steering Committee Chairs to provide leadership and direction for the Self-Study process. As the committee rosters began to be built, the President, Accreditation Liaison Officer, and Steering Committee Chairs undertook a targeted recruitment effort to add members with relevant knowledge and expertise specific to each working group's charge. All of the recruits welcomed the opportunity to join the accreditation self-study team. In fall 2022, the Faculty Senate president requested that an additional invitation be sent to encourage increased faculty participation. A second invitation was sent to all College employees with an emphasis on encouraging newly hired faculty to participate. This request yielded an additional ten faculty participants.

Understanding the importance of student input in the Self-Study process, collaboration efforts are underway with the Student Government Association to identify students who are interested in participating on the Self-Study working groups. Student assignments will be confirmed in time to include them in the first working group meetings which are scheduled to begin during the spring 2023 semester. To ensure student participation throughout the process, recruitment of student work group members will continue in the fall of 2023 and spring of 2024 to make certain that if students resign from the work groups, other students are added to maintain continuous student participation and input.

V. ORGANIZATIONAL STRUCTURE OF THE PROCESS

Self-Study Planning Committee

The Self-Study Planning Committee consists of nine members representing various administrative units of the College. Three of the members are the Self-Study Co-Chairs who were selected by the President based upon their areas of expertise, knowledge of the College, and their ability to serve as a resource to the Steering Committee. Five of the members were selected by the Accreditation Liaison Officer to add breadth and depth to the group.

The purpose of this group was to help in the development of a pool of potential working group chairs and members, to serve as an on-going resource to the Accreditation Liaison Officer, and to provide expertise in the development of the Evidence Inventory and Analysis Roadmaps.

The President and Accreditation Liaison Officer are grateful for their time, talent, and commitment to the Self-Study Planning Committee and the development of this Self-Study Design Document.
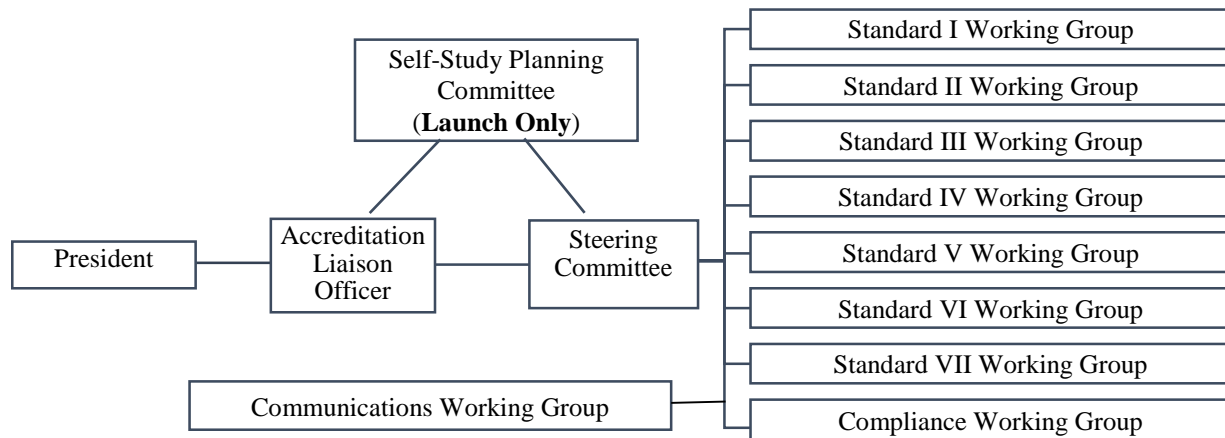
*See **Appendix B** for a full list of committee assignments.

Self-Study Planning Committee	
Membership	**Title**
Gary F. Porter, PhD, Chair and Accreditation Liaison Officer	Professor, Physical Sciences
Joan Dalrymple, MLS, MSIDT, Self-Study Co-Chair	Associate Professor, Library
Jennifer Migliorino-Reyes, PhD, Self-Study Co-Chair	Assistant Vice President of Student Affairs
Kil Yi, PhD, Self-Study Co-Chair	Professor, History
Drorit Beckman, MD	Executive Assistant, Office of External Affairs
Jeffrey Dulow	Controller, Accounting
Ilene Kleinman, EdD	Associate Dean, Curriculum, Academic Affairs
Tonia M. McKoy, EdD	Dean of Research and Institutional Effectiveness
Dianna M. O'Connor, EdD	Advising, Career, and College Partnerships, Student Affairs

Members of the Steering Committee

The Steering Committee's membership shall include the three co-chairs of the Steering Committee, the chair and co-chair of each working group assigned a Standard, and the chair of the Compliance Working Group who is responsible for assembling the Requirements of Affiliation. The Faculty Senate chair has requested that ex-officio members be included on the Steering Committee. In the interest of transparency, an offer was made to add these ex officio members once the rough drafts of the Standards chapters are available for the Steering Committee to review.

One of the chief functions of the Steering Committee is to ensure that the working groups addressing the Standards are well informed of their charges, are given all necessary assistance, remain on schedule, and produce the required report and recommendations. Seeking a regular flow of guidance and supervision, each working group assigned to a Standard will produce a written report of its findings regarding the standard with which it has been charged. In the interest of length and coherence of that report, editorial changes may be made. Accordingly, not all of the narrative and/or suggestions submitted by a working group will necessarily appear in the Self-Study. Any substantive changes however will be discussed with the Steering Committee. Any findings and suggestions not congruent with MSCHE Standards of Accreditation will be captured separately for Bergen to address through different processes.

Chairs of the Steering Committee

There are three co-chairs for the Steering Committee. One of the chairs will be responsible for leading the Steering Committee meetings. Each chair will have responsibility for two of the seven working groups assigned to the Standards. The Steering Committee chairs will establish, charge, oversee, and support the working groups and coordinate their work. The Accreditation Liaison Officer will do this for Standard V. The co-chairs are the institutional face of the process and will work to ensure that it conforms to the Self-Study Design and meets the timetable benchmarks.

Chair and Co-chair of a Working Group

Each working group assigned to a Standard will have a chair and a co-chair. The chair and co-chair will be members of the Steering Committee. While it is not a requirement that the chair and co-chair attend every Steering Committee meeting, it is expected that either the chair or co-chair attend each meeting and be prepared to report on their working group's progress.

Each working group will produce a written report of its findings regarding the Standard it has been assigned. The working group chair and co-chair may serve as editors of the working group's report to ensure that it is presented in a consistent voice.

Working Groups

Each of the seven Standards will be investigated by working groups that serve as subcommittees of the Steering Committee. Each Working Group will be given the criteria associated with their Self-Study Standard and Requirement(s) of Affiliation. It is their responsibility to review the data

and evidence provided as indicated in the corresponding standard's Evidence Inventory to inform their work. Each Working Group will provide a brief analysis of the evidence as it relates to the criteria in their assigned Standard and Requirement(s) of Affiliation. The analysis will include a discussion of correlating strengths and challenges and will make recommendations for continuous improvement.

The Steering Committee will be able to assist the working groups while being regularly updated on their activities. Similarly, since each working group will be represented through its chair and/or co-chair at all Steering Committee meetings, information and guidance will easily flow both ways. This process will also facilitate collaboration between the working groups. Working groups assigned to the Standards have been provided with tools to facilitate the writing and editing of their reports which can be found within this Self-Study Design document. The Compliance Working Group is tasked with ensuring that all of the Requirements of Affiliation are either addressed in the seven standard's chapter or in a separate appendix. The Communications Group assists with implementing the Communications Plan and with the editing of the Self Study Document.

Meetings and Timelines: The Steering Committee and the working groups will establish timelines for the initial drafting, review, revision, and completion of reports and other work products. In addition, there will be a set schedule of meetings of each entity, recognizing that regular meetings are vital for continual progress. It is necessary that meetings be held through the calendar year, with some consideration for holiday periods.

Regarding the Self-Study Report: The Self-Study Report documents the internal evaluation done by the College. The report is also meant as a guide for the visiting team of the Middle States Commission on Higher Education. Therefore, the final document should appear clear and direct in its findings and recommendations with emphasis placed upon a narrative which is primarily driven by analysis of the evidence. Description is to be used as a necessary technique to put the discussion into context and to make the recommendations meaningful.

Each Standard's working group will submit an ***initial draft report***. These reports are of critical importance to the Self-Study process as they are the mechanism by which each working group will share the results of their efforts. The reports for each Standard will:

1. Describe the evidence-based analysis of the criteria identified in the Self-Study Design.
2. Summarize how the criteria were addressed and identify and analyze the evidence used.
3. Inform the Steering Committee about discoveries made during the Self-Study analysis.
4. Make initial determinations on the extent to which the institution meets each Standard's criteria for accreditation.

Please note: Reports will be edited for content and style. Working groups will be asked to resubmit their draft report if the Steering Committee finds insufficient topic coverage or inadequate analysis of the evidence or missing evidence. A failure to review and revise the drafts will negatively impact upon the institution's ability to meet the accreditation standards.

Members of Working Groups

Working groups are provided with tools to facilitate the writing and editing of the report (found within this Self-Study Design document). Initially, each working group will meet to discuss what each member of the group will investigate and analyze. Each group member will be matched to criteria within the given standard. The roadmap section of the design document provides two subsections to assist each member of the working group.

The working groups will incorporate the writings of each group member into a compiled (Microsoft Word) document for each Standard that will eventually form the chapters of the Self-Study.

Evidence Inventory: This section has a list of key evidence that has already been identified and compiled to assist in the analysis. Some of the evidence can be accessed via a provided link while others can be found in a Google Drive. Each working group member will be provided with access to the evidence repositories. Everyone is expected to look at all of the evidence provided in the evidence Google Drive. If there is additional evidence that a working group member needs, they should immediately share this with the chair and/or co-chair of their working group. The requested evidence will be placed in the Google Drive in a timely fashion.

Investigation and Analysis Roadmap: This section is provided to offer guidance on how to write a given subsection of the report. Members of a working group are not specifically required to answer the questions provided but rather are encouraged to use the questions to help point the writer in the correct direction when addressing a Standard's criteria.

Additional Evidence: When writing the report, it may appear that additional evidence is needed to do the analysis and writing. Before requesting additional documentation, working group members are encouraged to look at all of the evidence provided either on the Self-Study Google Drive and/or the web addresses listed in the Evidence Inventory. After a review of the Evidence Inventory is completed and the needed evidence is not found, the chair of that working group should bring the additional evidence request forward to the Steering Committee. Members are asked to bring these requests forward early in the process or within one to two months of the start of the working group's meetings if possible.

In addition, some evidence may need to be gathered by interviewing members of the College community. Before initializing a request for an interview, please ask other members of the working group to determine if they can help address the issue. If it is determined that an interview is needed, an email should be sent to the person that one needs to talk to directly. A suggested text for this e-mail correspondence is below.

Dear Director [name],

I am currently serving on the Standard (Number) Working Group for the College's Self-Study. As part of our fact-finding process, we would like to interview you either on (Date) at (Time) or (Date) at (Time). Do either of these meeting times work for you?

I appreciate your assistance.

Sincerely,
[name]

VI. GUIDELINES FOR REPORTING

Basic Document Format

Microsoft Word
Times New Roman font
Document - Font size 12
Tables - Font size 10
Standard 1-inch margins (top, bottom, left, right)
Left justified
No indentation
Spacing: Single space the report with the following exceptions:
- Double space between paragraphs
- Begin a new report component on a new page
- When going to a new page, insert a page break, rather than using the Enter key multiple times
- Do not let a heading separate from the text that follows
- Add one-character space between sentences

Headings:
- Major Headings: Centered in bold, all upper-case 12-point font, double-space after heading
- Secondary Headings: Left justified in bold, upper and lower case, 12-point font. Text starts a new paragraph on a new line after a single space.
- Tertiary Headings: Left justified in non-bold, underlined, 12-point font. Heading ends with a colon (do not underline the colon). Text continues on the same line.
- Spacing Before and After Headings: Double-space before and after a major heading and before a subheading. Add two-character spaces (using the spacebar, not the Enter key) after the colon in a sub-heading.

Sample Headings:
THIS IS A PRIMARY HEADING
This is a Secondary Heading
This is a Tertiary Heading:

Additional Guidelines

Use concise, jargon-free language, and prefer active to passive voice.
Do not use contractions.
Refer to people by title, not name.
Use alphabetical order when required to list names.
Use commas before all elements in a series (e.g., faculty, staff, and students).
Acronyms should be written out with the first usage, followed by the acronym in parenthesis.
Use APA format for parenthetical and bibliographic citations.
Follow APA guidelines for titles of articles.
Use italics for the title of any book or periodical.
Use the word "percent." Do not use "%" unless in tabular material.

For consistency, the following words should be capitalized:
- Bergen, when referring to Bergen Community College;
- College, when referring to Bergen Community College;
- Committee, when used with the name of a committee (e.g., Mission and Goals Committee);
- Mission and Institutional Goals when referring to Bergen's Mission and Institutional Goals;
- Evaluation Team;
- Steering Committee; and
- Program Learning Outcomes (PLOs).

Page numbers should be printed in the lower right corner

File and Draft Naming Convention

Drafts of the working group report should be submitted as an electronic copy that is labeled by Standard Number in Roman Numeral, Draft Number, and Date. Use the underscore to delimit elements and a period to delimit words within an element (e.g., IV_D1_2023.02.09). Dates should be ordered year, month, and day (YYYYMMDD).

Drafts of members of working groups should be submitted as an electronic copy that is labeled by Standard Number in Roman Numeral, Criteria, Draft Number, and Date. Use the underscore to delimit elements and a period to delimit words within an element (e.g., IV_C2_D1_2023.02.09). Dates should be ordered year, month, and day (YYYYMMDD). Back-up copies of each draft should be kept.

Evidence Naming Convention

Keep track of all resources used in bibliographical information by making sure the naming convention matches the evidence. 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. Referenced resources available on the College website will need to be referenced by a web-link. All resources not available on the College website will need to be placed in the evidence Google Drive. Documents are to be labeled by Standard Number in Roman Numeral, Criteria and small letters as needed, and academic year. Use dashes to delimit Standard and Criterion and a space to delimit the academic year (IV-3c AY22).

Word Processing Software

All files or documents should be saved in Office 365. If one does not have access to that program on their computer, then use Word in Office 2019 preferably before using Word in Office 2016. If using Word 2019 or 2016, then save the document with the extension .docx.

VII. ORGANIZATION OF THE FINAL SELF-STUDY REPORT

How to Approach Writing the Self-Study Report

The Self-Study Report documents the internal evaluation done by a cross-disciplinary group of College constituents. The report also acts as a guide for the Middle States Commission on Higher Education Visiting Team. The Self-Study Report should present clear findings based on high-quality evidence using concise language. Descriptive narrative will provide context for the evidentiary analysis which will, in turn, provide a basis for meaningful recommendations.

Organization of the Report

The Self-Study Report document should follow this format:
- Table of Contents
- Table of Tables and Figures
- Introduction
- Chapter 1: Standard I, Mission and Goals
- Chapter 2: Standard II, Ethics and Integrity
- Chapter 3: Standard III, Design and Delivery of the Student Learning Experience
- Chapter 4: Standard IV, Support of the Student Experience
- Chapter 5: Standard V, Educational Effectiveness Assessment
- Chapter 6: Standard VI, Planning, Resources, and Institutional Improvement
- Chapter 7: Standard VII, Governance, Leadership and Administration
- Appendix A: Steering Committee Members
- Appendix B: Verification of Compliance Work Group Members
- Appendix C: Evidence Inventory

Organization of a Chapter Standard

Each chapter will start on the top of a new page. The top of the page will list the standard number in Roman numerals and the MSCHE descriptive verbiage.

Example:
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.

REQUIREMENT 7. The institution has a mission statement and related goals, approved by its governing board, that defines its purposes within the context of higher education.
[Supporting Verbiage]

REQUIREMENT 8. The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.
[Supporting Verbiage]

REQUIREMENT10. Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.
[Supporting Verbiage]

Under each standard, list the Requirements of Affiliation that the Standard addresses (see Section VIII). Then include a summary on how that chapter addresses the requirement underneath the bolded REQUIREMENT.

Discuss the criteria in each Standard of the MSCHE <u>Standards for Accreditation and Requirements of Affiliation</u> handbook in the order the criteria appear. List the criteria name, number, and the MSCHE descriptive verbiage underneath.

Example:
Criterion 1. Clearly defined mission and goals that:
1a. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement;
1c. are approved and supported by the governing body;

In this example, 1b will be addressed in the next section.

Example:
Criterion 1. Clearly defined mission and goals that:
1b. address external as well as internal contexts and constituencies.

The outline for each chapter should be as follows:
- Introduction (optional)
- Requirement of Affiliation Response (as needed)
- Criteria 1
- Criteria 2
- Criteria Final
- Summation (optional)
- Commendations (include where possible)
- Findings and Suggestions

Introduction and Summation sections are optional. Include them to add clarity, set tone, and summarize information from the various subsections of the criteria.

Commendations: These represent collegial best practices identified in the Self-Study process. Summarize best practices in the Commendation section.

Reaccreditation Suggestions: Include suggestions that Bergen officials should consider to ensure compliance with the criteria listed in a given standard.

Unrelated Findings: Note incongruent findings to the Standards of Accreditation here.

The Self-Study process may identify information of great importance and/or concern to Bergen officials. Investigators should contact Steering Committee co-chairs to discuss the information. Co-chairs will then address the issues identified with the Steering Committee.

VIII. STRATEGY FOR VERIFICATION OF COMPLIANCE WITH APPLICABLE FEDERAL REGULATORY REQUIREMENTS

Working groups have been assigned portions of the Verification of Compliance that align with their respective Standard(s), per the tables below. Seven of the Requirements of Affiliation (1, 2, 3, 4, 5, 6, and 14) will be addressed during a compliance review process by the Compliance Working Group. The remaining eight Requirements of Affiliation (7, 8, 9, 10, 11, 12, 13, and 15) will be addressed as needed within the seven principle chapters by the working groups assigned to each Standard. The Compliance Working Group will collaborate with the Standard II Working Group to complete the Institutional Federal Compliance Report, which will then be reviewed by the Steering Committee.

Requirement of Affiliation	Compliance Demonstrated in
1. Authorized to operate	Compliance Review Process
2. Institution is operational	Compliance Review Process
3. Graduate one class before the initial accreditation	Compliance Review Process
4. Communicate with Commission in English	Compliance Review Process
5. Complies with government policies, regulations, laws and requirements	Compliance Review Process
6. Complies with Commission policies	Compliance Review Process
7. Mission statement and goals	Standard I
8. Systematically evaluates all programs	Standards I, II, III, IV, V, VI
9. Student learning programs and opportunities	Standards III, V
10. Institutional planning	Standards I, III, IV, V, VI
11. Financial resources	Standard VI
12. Governance Structure	Standard VII
13. Governing body conflict of interest	Standard VII
14. Governing body assurance of accurate information	Compliance Review Process
15. Core of faculty/professionals to assure continuity and coherence of educational programs	Standard III

Standard	Requirement(s) of Affiliation
Standard I Mission and Goals	Requirements of Affiliation 7, 8, and 10
Standard II Ethics and Integrity	Requirement of Affiliation 8
Standard III Design and Delivery of the Student Learning Experience	Requirements of Affiliation 8, 9, 10, and 15
Standard IV Support of the Student Experience	Requirements of Affiliation 8 and 10
Standard V Educational Effectiveness Assessment	Requirements of Affiliation 8 and 10
Standard VI Planning, Resources, and Institutional Improvement	Requirements of Affiliation 8, 10, and 11
Standard VII Governance, Leadership and Administration	Requirements of Affiliation 12 and 13

IX. SELF-STUDY TIMELINE

Preliminary Year

Fall 2021– Spring 2022
- o Increase stakeholder's awareness of the Self-Study process and Middle States Commission on Higher Education (MSCHE) expectations
- o Invite and interview members of the College community who wish to participate in the Self-Study process and recruit additional members
- o Steering Committee Co-Chairs identified
- o Self-Study Planning Committee members identified and meetings begin

Summer 2022
- o Begin work on the draft of the *Self-Study Design*
- o Identify Steering Committee members

Year One of Self-Study

Fall 2022
- o Members of Self-Study Planning Committee attend the Self-Study Institute
- o Work continues on the *Self-Study Design* incorporating information learned from the Self-Study Institute
- o Steering Committee begins meeting
- o Working group members identified and assigned
- o College delegation attends the MSCHE Annual Conference

Winter 2023
- o Finalize *Self-Study Design*
- o Provide update to President and Board of Trustees on *Self-Study Design*
- o Contact MSCHE staff liaison regarding Preparation Visit
- o *Self-Study Design* submitted to MSCHE staff liaison
- o MSCHE staff liaison conducts Preparation Visit meeting with Steering Committee and College Officials
- o Host an Open Forum for the College Community with the MSCHE staff liaison
- o Acceptance of *Self-Study Design* by MSCHE

Spring 2023
- o Provide training to working group members
- o Working groups begin meeting
- o Steering Committee meets and receives reports from the working groups on progress being made on each *Self-Study* chapter
- o Conduct Town Hall event to update College community on the progress being made on the preparation of the *Self-Study*

Summer 2023
- o Working groups continue to meet
- o Steering Committee meets and receives reports from the working groups on progress being made on each *Self-Study* chapter

Year Two of Self-Study

Fall 2023
- o Working groups continue to meet
- o Steering Committee meets and receives reports from the working groups on progress being made on each *Self-Study* chapter
- o Conduct Town Hall event to update College community on the progress being made on the preparation of the *Self-Study*
- o Post working drafts for each chapter of the *Self-Study* on the College's website to solicit stakeholder feedback

Winter 2024
- o MSCHE *Self-Study* Evaluation Team Chair chosen in January
- o *Self-Study* visit dates selected and confirmed
- o *Self-Study Design* sent to the Evaluation Team Chair
- o Work on *Self-Study* chapters completed by working groups

Spring 2024
- o Steering Committee compiles and refines last call working draft of *Self-Study*
- o Conduct Town Hall event to review the last call working draft of the *Self-Study* with the College community and solicit final input

Summer 2024
- o Incorporate final input and edit final draft of *Self-Study* for style and format
- o Prepare the *Compliance Report*

Year Three of Self-Study

Fall 2024
- o Disseminate *Self-Study* final draft to all stakeholders
- o Hold multiple Town Hall events on the *Self-Study* final draft
- o Send *Self-Study* final draft to Evaluation Team Chair in advance of visit
- o Evaluation Team Chair visit
- o Receive feedback from Evaluation Team Chair
- o Revise final draft of *Self-Study* in response to Team Chair feedback
- o Complete *Self-Study* documents and prepare them for submission to MSCHE
- o Convene breakfast, lunch, and dinner meetings with staff to provide summary reviews of all chapters of the *Self-Study*.

Winter 2025
- o Final draft of *Self-Study* shared with President and Board of Trustees
- o *Self-Study* sent to MSCHE
- o *Self-Study* sent to MSCHE Peer Visitation Team

Spring 2025
- o MSCHE Peer Visitation Team visit to Bergen Community College
- o Peer Visitation Team Report received
- o Institutional Response submitted

Summer 2025 or Fall 2025 (dependent upon visit date before or after April 15, 2025)
- o MSCHE Committee on Evaluation Reports meets
- o MSCHE notifies College of action taken on accreditation status

X. COMMUNICATION PLAN

The Communication Plan serves as a roadmap to inform the Bergen community about the Middle States Commission on Higher Education accreditation process and the development of the College's Self-Study. The goals of the communication plan are to both disseminate information and solicit feedback to ensure a transparent and inclusive review. It supports an on-going, collaborative approach for the College's accreditation journey and will reinforce an understanding of the linkages between the Self-Study review and the College's strategic planning process. The Communication Plan utilizes various methods and multiple target audiences to ensure that all stakeholders have an opportunity to engage in the process and offer input.

Communication about the Self-Study process began in fall 2022 with an overview of the draft of the Self-Study Design being vetted by numerous audiences. It will continue through the spring 2025, culminating with meetings to review the Evaluation Team visit report and the Middle States Commission accreditation action. Bergen will create a MSCHE Self-Study website to effectively provide updates and information to the Bergen community and external audiences. Sections within the page will focus on various self-study areas including but not limited to standards, charges, Steering Committee, and working groups. It will also feature links to the final Self-Study Design and Self-Study Report.

While aspects of the Communication Plan will develop further over time, the plan currently includes the following activities:

Purpose	Audience	Method	Timing	Person Responsible
Inform College of Self-Study Design	Board of Trustees	Board of Trustee Meeting	Fall 2022	President
	Cabinet	Cabinet Meeting	Fall 2022	Accreditation Liaison Officer
	Management	Management Team Meeting	Fall 2022	Accreditation Liaison Officer
	Faculty	Faculty Conference Faculty Senate	Fall 2022	Accreditation Liaison Officer
	Students	Student Government Association Honors Program	Fall 2022	Accreditation Liaison Officer
	External Community	Not Applicable	Not Applicable	Not Applicable
Announce Start of Self-Study	Board of Trustees	Board of Trustees Meeting	Winter 2022-2023	President and/or Accreditation Liaison Officer
	Cabinet	Cabinet Meeting	Winter 2022-2023	President and/or Accreditation Liaison Officer
	Management	Management Team Meeting	Winter 2022-2023	Steering Team Co-Chair Migliorino-Reyes

Purpose	Audience	Method	Timing	Person Responsible
	Faculty	Faculty Conference Faculty Senate	Winter 2022-2023	Steering Team Co-Chair Yi Steering Team Co-Chair Dalrymple
	Students	Student Government Association Honors Program	Winter 2022-2023	Steering Team Co-Chair Migliorino-Reyes
	External Community	Not Applicable	Not Applicable	Not Applicable
Provide Update on Self-Study Progress	Bergen County Officials Board of Trustees	During regular meetings with the President Board of Trustees Meeting	Winter 2022-2023	President President and/or Accreditation Liaison Officer
	Cabinet	Cabinet Meeting	Spring 2023 to Fall 2024	President or Accreditation Liaison Officer
	Management	Management Team Meeting	Spring 2023 to Fall 2024	Steering Team Co-Chair Migliorino-Reyes.
	Faculty	Faculty Conference Faculty Senate	Spring 2023 to Fall 2024	Steering Team Co-Chair Yi Steering Team Co-Chair Dalrymple
	Students	Student Government Association Honors Program	Spring 2023 to Fall 2024	Steering Team Co-Chair Migliorino-Reyes
	External Community	Not Applicable	Not Applicable	Not Applicable
Gather Input from College Community on Draft Reports from Seven Working Groups on Standards	Board of Trustees	Board of Trustees Meeting	Calendar Year 2024	There will be a minimum of seven open sessions for the College community to attend. The working Groups and Supporting Chair will host the session.
	Cabinet	Cabinet Meeting	Calendar Year 2024	
	Management	Management Team Meeting	Calendar Year 2024	
	Faculty	Faculty Conference Faculty Senate	Calendar Year 2024	
	Students	Student Government Association Student Government Association Executive Board	Calendar Year 2024	
	External Community	Not Applicable	Not Applicable	Not Applicable
Inform College Community and Bergen County community on Upcoming Visit	Board of Trustees	Board of Trustees Meeting	Spring 2024	President and/or Accreditation Liaison Officer
	Cabinet	Cabinet Meeting	Spring 2025	President and/or Accreditation Liaison Officer

Purpose	Audience	Method	Timing	Person Responsible
	Management	Management Team Meeting	Spring 2025	Steering Team Co-Chair Migliorino-Reyes
	Faculty	Faculty Conference Faculty Senate	Spring 2025	Steering Team Co-Chair Yi Steering Team Co-Chair Dalrymple
	Students	Student Government Association Honors Program	Spring 2025	Steering Team Co-Chair Migliorino-Reyes
	External Community	College Website	Spring 2025	Public Relations
Announce the Results of MSCHE Team Visit	Board of Trustees	Board of Trustees Meeting	Spring 2025	President or Accreditation Liaison Officer
	Cabinet	Cabinet Meeting	Spring 2025	President or Accreditation Liaison Officer
	Management	Management Team Meeting	Spring 2025	Steering Team Co-Chair Migliorino-Reyes
	Faculty	Faculty Conference Faculty Senate	Spring 2025	Steering Team Co-Chair Yi Steering Team Co-Chair Dalrymple
	Students	Student Government Association Honors Program	Spring 2025	Steering Team Co-Chair Migliorino-Reyes
	External Community	College Website	Spring 2025	Public Relations

XI. EVALUATION TEAM PROFILE

The Team Chair
The Team Chair can be a chief executive officer (CEO) or president. The team chair may also be a chief Academic Officer (CAO). It is requested that the Team Chair have experience at a large suburban community college with a diverse student population. The college should be a two-year college with a comprehensive mission.

Team Members
The members should have experience at institutions that are of no particular size with the following characteristics:
- Has a broad portfolio of programmatic offerings;
- Has a substantive percentage of diverse, economically disadvantaged, and first-generation students;
- Prioritizes diversity, equity, and inclusion; and
- Has collective bargaining agreements and is unionized for faculty and staff.

Evaluation Team members should, to the degree possible, represent the following roles/departments from large and small peer institutions:
1. President/Chief Executive Officer (CEO) or Chief Academic Officer (CAO)
2. Academic Officer
3. Student Affairs (at an institution with commuter students)
4. Finance/Chief Financial Officer or Controller
5. Planning/Assessment
6. Faculty from transfer programs/Faculty Development
7. Faculty from career-technical programs
8. Diversity Officer with expertise in areas such as legal, regulatory, compliance, and Title IX

Peer Institutions
The following are examples of peer institutions from which potential team chairs might be drawn. This list should be use as an example rather than a limiting list.
- SUNY Westchester Community College (Valhalla, NY)
- SUNY Onondaga Community College (Syracuse, NY)
- Monroe Community College (Rochester, NY)
- Montgomery Community College (Blue Bell, PA)
- Northampton Community College (Bethlehem, PA)
- Delaware County Community College (Media, PA)
- Anne Arundel Community College (Arnold, MD)
- Prince George's Community College (Largo, MD)
- Delaware Technical Community College (Terry) (Dover, DE)

Competitors/Conflicts of Interest
The following are peer institutions that may pose a conflict of interest due to its status as a competitor or due to a leader's prior affiliation with Bergen Community College:
- New Jersey community colleges (statewide)

- Rockland County Community College (Suffern, NY)
- SUNY Corning Community College (Corning, NY)

XII. EVIDENCE INVENTORY STRATEGY

The Strategy

Chapter XII is divided into two sections: Analysis Roadmap and Evidence Inventory. The Analysis Roadmap section contains questions that will assist the working groups assigned to each Standard to help frame and direct how to address the criteria within the Self-Study Report. It is not an exhaustive list and will likely get updated as the working groups move through the Self-Study process.

The Evidence Inventory provides examples of the types of evidence that should be considered when addressing the criteria. This too is not an exhaustive list and will likely get updated as the working groups move through the Self-Study process.

Finally, there is a Self-Study Google Drive where additional documents and evidence is currently available. The evidence in the Self-Study Google Drive is organized by standard and criterion.

Lines of Inquiry

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 An accredited institution possesses and demonstrates the following attributes or activities:	**Investigation and Analysis Questions**
1. clearly defined mission and goals that: a. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement; b. address external as well as internal contexts and constituencies; c. are approved and supported by the governing body; d. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes; e. include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution; f. are publicized and widely known by the institution's internal stakeholders; g. are periodically evaluated;	• Describe the process how the 2023 version of the Mission Vision, Values, and Institutional Goals (MVVG were developed. • When was the MVVG approved by the Board of Trustees? • What parts of the MVVG address internal as well as external constituencies? • How have the Vision and Institutional Goals related to the Strategic Planning process? • Where can the Mission and Institutional Goals be found?
2. institutional goals that are realistic, appropriate to higher education, and consistent with mission;	• How do the six Institutional Goals reflect all aspects of the college?
3. goals that 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; and	• Describe the links between the six Institutional Goals and how they focus on student learning, institutional improvement and administrative, educational, and student support programs and services.

4. periodic assessment of mission and goals to ensure they are relevant and achievable.	- Briefly describe when the previous Mission, Vision, and Values Statements were created. - How is the current MGVV different? - What purpose will (has) the inclusion of Institutional Goals serve in Strategic Planning process?

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 An accredited institution possesses and demonstrates the following attributes or activities:	**<u>Investigation and Analysis Questions</u>**
1. a commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights;	• How does the College assess, evaluate, and improve its commitment to academic and intellectual freedom as well as freedom of expression and respect for intellectual property rights? • How does the College promote and communicate its commitment to academic and intellectual freedom as well as 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;	• In what ways does the College create a climate that fosters respect for all students and employees from a range of backgrounds and points of view?
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;	• How does the College show its commitment to ensure that its grievance policies and processes are prompt, fair, and impartial? • How does the College assess the policies and procedures to ensure the grievance policy and process are prompt, fair, and impartial? • How does the College properly communicate, address, and document its grievance policies to students, faculty, and staff?
4. the avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents;	• How does the College appraise and avoid conflicts of interest or the appearance of improprieties in its activities?
5. fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees;	• How does the College demonstrate fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees? • How does the College review and communicate its practices to ensure 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;	• How does the College ensure that communications and publications are honest and forthright in their statements?
7. as appropriate to its mission, services or programs in place: a. to promote affordability and accessibility; b. to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt;	• How does the College promote its affordability and accessibility on campus and in the community?

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 assessments, graduation, retention, certification and licensure or licensing board pass rates; b. the institution's compliance with the Commission's Requirements of Affiliation; c. substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion; d. the institution's compliance with the Commission's policies; and	• How does the College educate and assist current and potential students of the available funding sources as well as the value received for cost, and methods to make informed decisions about incurring debt?
9. periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented	• How does the College demonstrate its compliance with all applicable federal, state, and Commission requirements?

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 An accredited institution possesses and demonstrates the following attributes or activities:	**Investigation and Analysis Questions**
1. certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential, of a length appropriate to the objectives of the degree or other credential, designed to foster a coherent student learning experience and to promote synthesis of learning;	• What is the total number of credits of all associate degree and option programs? Can they be accomplished in a 4-semester sequence of study? Describe the available evidence. • What is the total number of credits of all one-year certificate programs? Can they be accomplished in a 2-semester sequence of study? • What is the total number of credits of all certificate of achievement programs? Can they be accomplished in a 1-2 semester sequence of study? • Are these degree limits consistent with the state of New Jersey regulations on such programs?
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;	• What is the minimum academic credential required for full-time faculty to be hired at the rank of assistant professor? • What is the minimum academic credential required for part-time faculty to be hired for teaching transfer-based coursework? • What is the minimum academic credential required for part-time faculty to be hired for teaching career-based coursework? • What role do faculty have in designing and delivering coursework and curriculum? • What role does the Faculty Senate play in approving coursework and curriculum? • What role does administration and the Board of Trustees play in approving curriculum? • Do the Bylaws of the Faculty Senate substantiate these roles? • Can evidence for these roles be found in minutes of the Faculty Senate and the BOT? • What is the full-time to part-time ratio at the College? How has it changed in the past five or so years? • Describe the Lecturer position and how it has been used in the past and is used now. Is the usage different? Evaluate how usage of this position has changed in the past five or so years? • What role does the Faculty Development Committee play at Bergen? Does the Faculty Development Committee have bylaws and keep meeting minutes?

	- What role does the Center for Institutional Development at Bergen play? Does the Center for Institutional Development have bylaws and keep meeting minutes? - What is the relationship between the Center for Institutional Development and the Faculty Development Committee? If there are examples of collaboration, please include it. - Are there any examples of support for professional growth available at Bergen, like sabbaticals, research release time, doctoral degree programs? Describe as many as can be identified. - What is the scope and length of the tenure process? Describe how often untenured faculty are evaluated in the classroom. Describe the research program untenured faculty are required to work on. - What is the process for annually reviewing the work of tenured faculty?
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;	- Where are the programs of study found in the online college catalog? Describe specifically where these are listed in the online catalog. - Are course requirements listed in the online college catalog? Elaborate. - Are program learning outcomes listed in the online college catalog? Elaborate. - Is a semester sequence for all programs listed in the online college catalog?
4. sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress;	- What are the forms and types of tutoring services available to students? Describe the relationship between the different available tutoring centers (Math Lab)? - What other support services are provided? Discuss the early warning systems, Education Opportunity Fund (EOF), academic counseling, workshops for students (i.e. time management), one-on-one counseling, Office of Special Services, Summer Intensive, and Library Support.

5. at institutions that offer undergraduate education, a general education program, freestanding 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; and c. in non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills;	• Where can the general education program be found on the Bergen website? • Does a part of the general education program address program learning objectives that focus upon cultural and/or global awareness, values, ethics, and diverse perspectives?? If so, describe how. • Does part of the general education program address learning areas such as oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy? If so, describe how.
6. in institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula;	Not Applicable
7. adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third-party providers; and	Not Applicable
8. periodic assessment of the effectiveness of programs providing student learning opportunities.	• Where is the latest version of the Program Review Handbook published? • Where is the Program Review Cycle published? • How often are all part the academic offerings programs reviewed? • Discuss the relationship between the cycle of Program Reviews and the assessment of PLOs.

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

Standard IV Criteria An accredited institution possesses and demonstrates the following attributes or activities:	**Investigation and Analysis Questions**
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 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;	• Describe the Inflation Buster best practice from summer 2022. • Describe how College policies and processes are designed to provide opportunities for admittance, attendance, and completion in a manner that is aligned with Bergen's institutional goals. • How is information on financial assistance communicated to prospective and current students? • How are students in need of additional academic support identified and supported in order to meet the programmatic and institutional educational goals? • Describe the various aspects of Bergen's developmental education programs and how those programs assess their effectiveness.
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;	• Describe Bergen's policies and procedures for evaluating and accepting credits that originate from outside the institution. • In addition to transfer credits, address experiential learning credits, competency-based assessment, and any other alternative learning approaches that Bergen accepts as college credit.
3. policies and procedures for the safe and secure maintenance and appropriate release of student information and records;	• How are student records protected and how is Family Education Rights Privacy Act (FERPA) compliance ensured? Is there an Institutional Review Board (IRB) process?
4. if offered, 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;	• Describe how athletics, student life, and other extracurricular activities are in alignment with Bergen's Mission, academic priorities, strategic planning objectives, budgetary procedures, and any other administrative principles that apply to the entirety of the institution.
5. if applicable, adequate and appropriate institutional review and approval of student support services designed, delivered, or assessed by third-party providers; and	• Do students taking courses in Hackensack and the Meadowlands locations or online have access to the same support services as those enrolled at the Paramus campus? If so, how is that access provided? • What measures has Bergen taken to ensure all students receive the same support services regardless of location and mode of delivery?

	• Describe and supply evidence of how this has been assessed.
6. periodic assessment of the effectiveness of programs supporting the student experience.	• Describe the assessment processes that Bergen employs to review the effectiveness of programs that support the student experience. • How often does this occur? • When did it occur most recently?

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 An accredited institution possesses and demonstrates the following attributes or activities:	<u>Investigation and Analysis Questions</u>
1. clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission;	• Where can the educational goals at the institution (General Education Goals) be found? • Do all associate degree, options, certificates, and certificates of achievement have some General Education requirements. Where can this be found? • Discuss the relationship between degrees and options. What are the NJ State rules that describe the relationship between degrees and options? • Discuss the relationship between the How do the goals and objectives above relate to Bergen's Mission and institutional goals?
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 mission 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; c. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders;	• How does the assessment of program learning outcomes at the course level fit into program review cycle? • Do guidelines exist to assist faculty in doing Program Review? Where can they be found? • Is there a published cycle for doing program review and where can it be found? • Do guidelines exist to assist faculty in assessing program learning outcomes? Where can they be found? • Describe the process for doing the assessment of program level outcomes at the course level. • How do the assessment liaisons and the Assessment Fellows assist the faculty in assessing student learning outcomes? • Where are assessment results kept? What kind of access to these results is made available 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;
	• Discuss the assessment results completed in Spring 2021 through Spring 2024.
	• Highlight examples of assessment results that demonstrate as many of the following as possible
	   o Improved student learning,
	   o Improved curriculum
	   o Revised programs
	   o Improved support services,
	   o Improved professional activities
	   o Improved program marketing

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:
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;
	• Highlight examples of assessment results that demonstrate as many of the following as possible
	    o Improved graduation, transfer, or placement rates,
	    o Improved planning, budgeting for academic programs.
	    o Other???

4. if applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers; and	• Not applicable.
5. periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness.	• Describe the process which occurred when the College's assessment process was reexamined in the spring of 2022. • What was done? • What changes to the curricular assessment process have been implemented?

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 An accredited institution possesses and demonstrates the following attributes or activities:	**Investigation and Analysis Questions**
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;	• How does Bergen as a whole, and as individual academic and administrative units, determine long- and short-term objectives that are designed to achieve the MVVGs? • Review Bergen's MVVGs. Discuss how (if) the Mission and in particular the Institutional Goals are linkable to the individual units at the institution. • How does Bergen incorporate results from the assessment of its academic, administrative, and other units to establish these objectives?
2. clearly documented and communicated planning and improvement processes that provide for constituent participation, and incorporate the use of assessment results;	• Describe the process for the development and implementation of the Academic Plan in 2023. • Describe the process used to develop Bergen's annual budget. What steps are taken to align the budget with the MVVGs? • How are institutional and unit strategic goals and objectives operationalized through the budget?
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;	• Describe the process used to develop Bergen's annual budget. • What steps are taken to align the budget with the Mission and Institutional Goals? • How are institutional goals and unit objectives operationalized through the budget?
4. fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered;	• How has Bergen assessed the availability and utilization of its fiscal and human resources and the effectiveness of planning, resource allocation, and periodic institutional review? • Describe the role of the Center for Online Learning and how it contributes to effective online instruction.
5. well-defined decision-making processes and clear assignment of responsibility and accountability;	• Is there a table of organization? Where can it be found? • How are assessment results utilized? How are the plans communicated to the Bergen college community? • Describe the planning and improvement processes utilized by academic and administrative units, such as strategic and student learning goals.
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;	• Describe Bergen's process for the development of facilities, infrastructure, and technology plans. • Does the process lead to plans that include consideration of sustainability and deferred maintenance and linked to the institution's strategic and financial planning processes? • Do the current plans reflect the way operations have changed due to the pandemic?
7. an annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter;	• Does Bergen commission an annual independent audit? • Discuss the results from the past three years. • What evidence is there that there has been follow-up of any material issues or recommendations in the management letter that is part of the audit report? • Describe and supply evidence of how this has been assessed.

8. strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals; and	• Is there evidence that shows that fiscal planning follows institutional planning (in time sequence), and funds are used to achieve institutional goals?
9. periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.	• What institutional assessments are produced on a recurring basis to inform planning and improvement efforts?

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 An accredited institution possesses and demonstrates the following attributes or activities:	**Investigation and Analysis Questions**
1. a clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision making by each constituency, including governing body, administration, faculty, staff and students;	● How are the roles, responsibilities, and accountability of the College's governance structures such as the Faculty Senate, Student Government Association, and others defined? ● What evidence is there that they are functioning effectively?
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 its 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 the 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;	● In what ways has the Board of Trustees demonstrated responsibility for academic quality, planning, and fiscal well-being of the institution. ● Describe the evidence that the Board of Trustees is functioning consistent with its bylaws, policies, and/or manual and that it functions independent of external interference. ● Describe the evidence which indicates that the Board of Trustees does not interfere with the day-to-day operations of the College. ● Describe the effectiveness of the Board of Trustees' role in appointing a president and evaluating his/her performance. ● Describe evidence that the Board of Trustees supports the president in maintaining the autonomy of the institution. ● How does the Board of Trustees ensure it operates without conflict of interest?

i. supports the Chief Executive Officer in maintaining the autonomy of the institution;	
3. 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;	● Explain the qualifications of the president and his cabinet in carrying out the mission of the college and his reporting relationship with the governing body. ● Describe the evidence that shows they are able to fulfill their responsibilities in carrying out the college's strategic and other institutional plans with authority and autonomy. ● How does the cabinet enable the president to carry out the college's mission effectively? • What evidence is there that they are doing so effectively?
4. an administration possessing or demonstrating: a. an organizational structure that is clearly documented and that clearly defines reporting relationships; b. an appropriate size and with relevant experience to assist the Chief Executive Officer in 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 students in advancing the institution's goals and objectives; f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations; and	● Do the reporting relationships make sense given the size of the College? How do they compare with peer institutions? ● What evidence is there that the members of the management team and cabinet possess the credentials and experience to function effectively? ● Are the technology professionals and technological assistance available at Bergen sufficient to support employees in performing their duties? ● In what ways is there regular engagement with faculty and students in advancing the institution's goals and objectives? • Describe evidence that indicates administrative units are assessed regularly and the data is used to enhance operations.
5. periodic assessment of the effectiveness of governance, leadership, and administration.	• Describe evidence that indicates periodic assessment of the effectiveness of governance, leadership, and administration.

EVIDENCE INVENTORY

The evidence in the section is merely a sample of the evidence a self-study participant should review. Other evidence is already loaded into the Self Study Google Drive for use.

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 An accredited institution possesses and demonstrates the following attributes or activities:	**Documents, Processes and Procedures**
1. clearly defined mission and goals that: a. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement; b. address external as well as internal contexts and constituencies; c. are approved and supported by the governing body; d. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes; e. include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution; f. are publicized and widely known by the institution's internal stakeholders; g. are periodically evaluated;	Mission and Institutional Goals, Vision and Values Strategic Plans Board of Trustees Minutes (sample or pointer) College Catalog (pointer web) Student Handbook Faculty Senate Constitution Vision and Values Statement Faculty Handbook (is there one)
2. institutional goals that are realistic, appropriate to higher education, and consistent with mission;	No Additional Docs needed
3. goals that 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; and	No Additional Docs needed
4. periodic assessment of mission and goals to ensure they are relevant and achievable.	Memo to President (May 2022)

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 An accredited institution possesses and demonstrates the following attributes or activities:	**Documents, Processes and Procedures**
1. a commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights;	Faculty Handbook * this is 2015 version SGA Copyright Bergen Academic Integrity Plagiarism Policy Bergen Data Collection
2. a climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives;	Compliance Diversity info
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;	Bergen Grievance Policy Student Complaint Bergen Human Resources
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;	Employment opportunities
6. honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications;	Annual Security Report College Catalog College Website Institutional Profile Reports Admissions
7. as appropriate to its mission, services or programs in place: a. to promote affordability and accessibility; b. to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt;	Bergen Financial Aid • Applying for Financial Aid • Student Eligibility • Federal and State Grants • Scholarships • Student Loans Bergen Bursar Financial Literacy Early College Dual Enrollment Bergen Experience Turning Point Bergen Disability Services EOF Strategic Plan 2018-2023 New Student Orientation Food Pantry Clothing Closet Federal Work Study Employment Grant Opportunities - HERFF, Summer back on Track
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 assessments, graduation, retention, certification and licensure or licensing board pass rates;	Compliance

b. the institution's compliance with the Commission's Requirements of Affiliation; c. substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion; d. the institution's compliance with the Commission's policies; and	
9. periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.	Safe Colleges/Vector Solutions Bergen Student Code of Conduct

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 An accredited institution possesses and demonstrates the following attributes or activities:	**Documents, Processes and Procedures**
1. certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential, of a length appropriate to the objectives of the degree or other credential, designed to foster a coherent student learning experience and to promote synthesis of learning;	https://bergen.smartcatalogiq.com/2022-2023/Catalog/Academic-Programs College Catalog Program Review Cycle Strategic Plan Curriculum Committee Minutes Two years Gen Ed Committee Minutes Two years Gen Ed Policies Assessment Guidelines Program Review Guidelines Articulation agreements
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;	Program Reviews Schedule Gen Ed minutes Gen Ed policies, Faculty Observations Form Student Evaluations of faculty form TOPP Rubric BCCFA Agreement Faculty Handbook Adjunct Faculty Handbook Faculty Tenure Orientation and Guidelines Faculty Development calendar Professional Development calendar Faculty publications Faculty CVs Student/faculty ratio Full-time/Adjunct ratio Faculty Hiring policies Employee Tuition reimbursement policy Institutional membership – NISOD, NADE Bergen Community College Fact Book
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;	https://bergen.smartcatalogiq.com/2022-2023/Catalog/Academic-Programs Catalog Degree options Articulation agreements Dual Enrollment agreements
4. sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress;	Tutoring Center Information Sheets Tutorial Center Workshops and Events calendar Tutorial Center Program Review and Assessment Library Resources Documents and information sheets Library Annual Report (AY 2022, 2023) Library research guides List of library electronic resources and databases Library Instruction Information Advisory Board meeting minutes STEM

	Retention Alert Programs Boot Camp programs Master syllabi Career Development Workshop schedule Transfer Day Schedule/Flyer
5. at institutions that offer undergraduate education, a general education program, freestanding 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; and c. in non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills;	Cultural Affairs Offerings Lecture Series Calendar Art Gallery fliers General Education Learning Outcomes General Education Committee Minutes Master syllabi Sample course approval documents Calendar of Events for Student Activities AY 2023 and 2024 Assessment documents for major Gen Ed courses: Composition and Literature I (WRT 101) Composition and Literature II (WRT 201) Speech Communication (COM 100) Public Speaking (COM 102) Contemporary Mathematics (MAT 130) Statistics I (MAT 150) Intermediate Algebra (MAT 160) Introduction to Chemistry (CHM 100) General Biology I (BIO 101) The Human Body (BIO 103) Western Civilization to the Reformation (HIS 101) Introduction to Philosophy (PHR 101) Principles of Macroeconomics (ECO 101) Sociology (SOC 101) General Psychology (PSY 101) Introduction to Computing (INF 102)
6. in institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula;	Not Applicable
7. adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third-party providers; and	Internship Policy Externships – list of approved sites Externship Reports Smart-thinking online tutoring documentation
8. periodic assessment of the effectiveness of programs providing student learning opportunities.	Cyclical Program Reviews Schedule Retention data Graduation data Assessment of Program/Degree Assessment Report from summer 2022 Bergen Community College Fact Book Assessment Liaison and Fellows Meeting Minutes

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

Standard IV Criteria An accredited institution possesses and demonstrates the following attributes or activities:	**Documents, Processes and Procedures**
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 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;	Bergen Admissions online info First-time student enrollment steps Cost of Attendance Tuition and Fees Scholarship Information Financial Aid Virtual Financial Aid Grant and Loan Information Refunds Placement Exams Developmental Math Program Developmental English Program Tutoring Center at Bergen Orientation New Student Advising Academic Coaching Counseling Services Early Alert College Partners College Fairs Instant Decision and Information Sessions Graduation Committee Order Bergen Transcripts
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;	Transfer to Bergen Multiple Measures - testing Prior Learning CLEP at Bergen CLEP Info
3. policies and procedures for the safe and secure maintenance and appropriate release of student information and records;	FERPA FERPA and Proxy Access Multi Factor Authentication
4. if offered, 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;	Athletics Athletic Report Extracurricular Activities Clubs, Associations and Organizations for Students Student Government Student Life
5. if applicable, adequate and appropriate institutional review and approval of student support services designed, delivered, or assessed by third-party providers; and6. periodic assessment of the effectiveness of programs supporting the student experience;	New Student Survey Community College Survey of Student Engagement
6. periodic assessment of the effectiveness of programs supporting the student experience.	Advising Program Review

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 An accredited institution possesses and demonstrates the following attributes or activities:	**Documents, Processes and Procedures**
1. clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission;	https://bergen.smartcatalogiq.com/2022-2023/Catalog/Academic-Programs

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 mission 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;
    c. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders;
	Assessment Guidelines
	Program Review Guidelines
	Program Review Schedule
	Accreditation reports from Department AY 2023 and 2024
	Completed Program Reviews AY 2023 and AY 2024
	Meeting Minutes for Advisory Committees AY 2023 and AY 2024
	Employer surveys (if they exist)
	Graduation survey results
	Graduation rates
	General Education Committee Minutes
	Closing the Loop Documents in AY 2021
	Student Evaluation results

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;
	Assessment of all Tutoring Center Activities
	Assessments related to the following:
	    American Language Program
	    Developmental English
	    Developmental Math
	Program Review Results AY2023 and 2024
	Assessment Data or Report on Fast Start Program
	Retention alert data
	Student Learning Outcomes Maps
	Graduation Survey
	Transfer information
	Dual enrollment agreements
	Articulation agreements, etc…

4. if applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers; and	Not applicable
5. periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness.	Meeting minutes with Liaisons and Fellows Report on Fellows' Work done in summer 2022 Plan Alpha – Porter SP22 Plan Beta – Porter Fa 22 Faculty Senate Assessment Committee Minutes AY 2023 and 2024

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 An accredited institution possesses and demonstrates the following attributes or activities:	**Documents, Processes and Procedures**
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;	2017-2022 Strategic Plan 2023-2028 Strategic Plan Mission and Institutional Goals, Vision, and Values Facilities Master Plan Date Technology Plan Date
2. clearly documented and communicated planning and improvement processes that provide for constituent participation, and incorporate the use of assessment results;	Board of Trustees Bylaws All College Forum Information BCCFA related minutes Management team related minutes Academic and Non-Academic Assessment Plans Program Timelines Facilities Master Plan
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;	Department Budgets Annual Report on Grants Received Facilities Master Plan Annual Bergen Community College Budgets (AY 2023, AY 2024)
4. fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered;	Technology Plan Labor Contracts Facilities Plans and Reports Annual Bergen Community College Budgets (AY 2023, AY 2024) Facilities Master Plan
5. well-defined decision-making processes and clear assignment of responsibility and accountability;	Organizational Chart Latest All College Forum Minutes Faculty Senate Minutes
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;	2017-2022 Strategic Plan 2023-2028 Strategic Plan Mission and Institutional Goals, Vision, and Values Technology Plan Facilities Master Plan Grant Reporting Documents
7. an annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter;	Annual Audit Results AY 2023 AY 2024 Bergen Community College Response to Audit Results
8. strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals; and	Annual Budget AY 2023 AY 2024 All College Forum Minutes Organizational Chart
9. periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.	Board of Trustees Minutes Organizational Chart

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 An accredited institution possesses and demonstrates the following attributes or activities:	**Documents, Processes and Procedures**
1. a clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision making by each constituency, including governing body, administration, faculty, staff and students;	Board of Trustee Bylaws (NJSA 18A, NJAC 9A) Student Government Association Bylaws Student Handbook Faculty Handbook All College Forum Bylaws Management Team Guidelines/Bylaws Collective Bargaining Agreements Faculty Administrators Support Staff
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 its 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 the 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; i. supports the Chief Executive Officer in maintaining the autonomy of the institution;	Organizational chart Board of Trustee Board Bylaws Samples of Board of Trustee agendas and minutes Board of Trustee committee minutes Board of Trustee Code of Ethics Form Board of Trustee Conflict of Interest Policy Board of Trustee Membership Credentials Board of Trustee retreat minutes College Budget
3. 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;	President's evaluation process Credentials of President Presidential search process Board of Trustee Bylaws Organizational chart

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 documented and that clearly defines reporting relationships; b. an appropriate size and with relevant experience to assist the Chief Executive Officer in 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 students in advancing the institution's goals and objectives; f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations; and	Cabinet Bylaws Organizational Chart Resumes Job Descriptions Hiring process Information on the Online Professional Development for College Staff Agendas for Faculty Development Day and All College Day starting fall 2022 Presidential outreach activities. Interviews with administrative personnel Human Resources Employee Handbook Annual employee evaluation process
5. periodic assessment of the effectiveness of governance, leadership, and administration.	Budget Process Budgetary links to strategic priorities Examples of Academic and non-academic assessment

REQUIREMENTS OF AFFILIATION

Requirement of Affiliation	Compliance Process /Aligned with which Standard?	Documents, Processes, and Procedures
1. The institution is authorized or licensed to operate as a postsecondary educational institution and to award postsecondary degrees; it provides written documentation demonstrating both. Authorization or licensure is from an appropriate governmental organization or agency within the Middle States region (Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands), as well as by other agencies as required by each of the jurisdictions, regions, or countries in which the institution operates.	INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION'S COMPLIANCE PROCESS	New Jersey College and University Directory by Sector
2. The institution is operational, with students actively pursuing its degree programs.	INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION'S COMPLIANCE PROCESS	New Jersey summary of degree programs Bergen Community College Fact Book
3. For institutions pursuing Candidacy or Initial Accreditation, the institution will graduate at least one class before the evaluation team visit for initial accreditation takes place (Step 7 of the initial accreditation process), unless the institution can demonstrate to the satisfaction of the Commission that the lack of graduates does not compromise its ability to demonstrate appropriate learning outcomes.	INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION'S COMPLIANCE PROCESS	MSCHE – Bergen Community College Statement of Accreditation Status Institutional Accreditation
4. The institution's representatives communicate with the Commission in English, both orally and in writing.	INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION'S COMPLIANCE PROCESS	MSCHE – Bergen Community College Statement of Accreditation Status Institutional Accreditation
5. The institution complies with all applicable government (usually Federal and state) policies, regulations, and requirements.	INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION'S COMPLIANCE PROCESS	Annual Security Report
6. The institution complies with applicable Commission, interregional, and inter-institutional policies. These policies can be viewed on the Commission website, www.msche.org		MSCHE – Bergen Community College Statement of Accreditation Status
Requirement of Affiliation	**List here which Standards will address this Requirement of Affiliation.**	**Documents, Processes, and Procedures**
7. The institution has a statement of mission and goals, approved by its governing body that defines its purpose within the context of higher education.	STANDARD I	Mission, Institutional Goals, Vision, and Values Statements 2023-2028 Strategic Plan Board of Trustees meeting minutes

		adopting Strategic Plan Board of Trustees meeting minutes adopting the Mission, Institutional Goals, Vision, and Values Statements
8. The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.	STANDARD III STANDARD IV STANDARD V STANDARD VI	2018-2022 Strategic Plan Updates 2018-2022 Strategic Plan After Action Report Program Review Cycle
9. The institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality	STANDARD III STANDARD V	Faculty Senate Bylaws
10. Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.	STANDARD I STANDARD III STANDARD IV STANDARD V STANDARD VI	2023-2028 Strategic Plan Assessment Reports
11. The institution has documented financial resources, funding base, and plans for financial development, including those from any related entities (including without limitation systems, religious sponsorship, and corporate ownership) adequate to support its educational purposes and programs and to ensure financial stability. The institution demonstrates a record of responsible fiscal management, has a prepared budget for the current year, and undergoes an external financial audit on an annual basis.	STANDARD VI	2018-2022 Strategic Plan Updates 2018-2022 Strategic Plan After Action Report Financial Statements Budget Management Policies Overview Budget Policies and Procedures
12. The institution fully discloses its legally constituted governance structure(s) including any related entities (including without limitation systems, religious sponsorship, and corporate ownership). The institution's governing body is responsible for the quality and integrity of the institution and for ensuring that the institution's mission is being carried out.	STANDARD VII	Board of Trustees Bylaws
13. A majority of the institution's governing body's members have no employment, family, ownership, or other personal financial interest in the institution. The governing body adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. The institution's district/system or other chief executive officer shall not serve as the chair of the governing body.	STANDARD VII	Board of Trustees Bylaws Board of Trustees Meeting Minutes Employee Handbook College Policy on Conflict of Interest Policy for Members of Cabinet and Board of Trustees

14. The institution and its governing body/bodies will make freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations. The governing body/bodies ensure that the institution describes itself in comparable and consistent terms to all of its accrediting and regulatory agencies, communicates any changes in accredited status, and agrees to disclose information (including levels of governing body compensation, if any) required by the Commission to carry out its accrediting responsibilities.	INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION'S COMPLIANCE PROCESS	Board of Trustees Bylaws Catalogs Academic Calendar Tuition and Fees Procedure for withdrawal and refund policies Student Handbook Career Services Publications Disability Services Publications Satisfactory Academic Progress Institutional Accreditation Specialized Accreditation Board of Trustees meeting minutes
15. The institution has a core of faculty (full-time or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs.	STANDARD III	Bergen Community College Faculty Association Contract Faculty Handbook Program Approval Process

Appendix A: Videos on Standards and Criteria

Standard	Descriptor/Video Link
Standard I	Missions 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 Experience
Standard VII	Governance, Leadership, and Administration

Appendix B: SELF-STUDY COMMITTEE ASSIGNMENTS

	Steering Committee		
1.	Dr. Jennifer Migliorino-Reyes	Assistant Vice President of Student Affairs	CO-CHAIR Liaison Standards 1 and 4
2.	Dr. Kil Yi	Professor, History and Geography	CO-CHAIR Liaison Standards 3 and 6
3.	Joan Dalrymple	Associate Professor, Library	CO-CHAIR Liaison Standards 2 and 7
4.	Dr. Gary Porter	Professor, Physical Sciences	Accreditation Liaison Officer Liaison Standard 5
5.	Dr. Tonia McKoy	Dean of Research and Institutional Effectiveness	Requirements of Affiliation
6.	Dr. Drorit Beckman	Executive Assistant, Office of External Affairs	Standard 7
7.	Mark Molisani	Grant Writer	Standard 7
8.	Jeffrey Dulow	Controller	Standard 6
9.	Dr. Mayda Gonzalez-Bosch	Associate Dean of Health Professions, Continuing Education and Workforce Development	Standard 6
10.	Dr. Ilene Kleinman	Associate Dean of Curriculum	Standard 5
11.	Dr. Gary Porter	Professor, Physical Sciences	Standard 5
12.	Dr. Dianna O'Connor	Associate Professor, Career and Transfer Services	Standard 4
13.	Gloria Cevallos	Scheduling and Facilities Planner	Standard 4
14.	Annemarie Roscello	Professor, Library	Standard 3
15.	Maureen Ellis Davis	Associate Professor, Social Sciences	Standard 3
16.	Lisa Mayer	Associate Professor, Criminal Justice and Legal Studies	Standard 2
17.	Ronda Drakeford	Instructor and Coordinator, Hotel and Restaurant Management	Standard 2
18.	Wilton Thomas-Hooke	Chief Financial Officer	Standard 1
19.	Suzanne Wetzel	Vice President of External Affairs	Standard 1

Self-Study Planning Committee	
Dr. Gary Porter, Chair and Accreditation Liaison Officer	Professor, Chemistry
Joan Dalrymple, Self-Study Chair	Associate Professor, Library
Dr. Jennifer Migliorino-Reyes, Self-Study Chair	Assistant Vice President of Student Affairs
Dr. Kil Yi, Self-Study Chair	Professor, History
Dr. Drorit Beckman	Executive Assistant, Office of External Affairs
Jeffrey Dulow	Controller, Accounting
Dr. Ilene Kleinman	Associate Dean, Curriculum, Academic Affairs
Dr. Tonia M. McKoy	Dean of Research and Institutional Effectiveness
Dr. Dianna M. O'Connor	Advising, Career, and College Partnerships, Student Affairs

Standard I Mission and Goals		
Susanne M. Wetzel	Vice President of External Affairs	CHAIR
Wilton Thomas-Hooke	Chief Financial Officer	Co-Chair
Joan Cohen	Associate Professor, Library	

Cinzia Diorio	Executive Director of Continuing Education and Workforce Development	
Joseph Goss	Assistant Professor, Respiratory Care	
Peter Vida	Dean of Enrollment Management	

Standard II Ethics and Integrity		
Lisa Mayer, Esq.	Associate Professor, Criminal Justice and Legal Studies	CHAIR
Ronda Drakeford	Instructor and Coordinator, Hotel and Restaurant Management	Co-Chair
Dr. Drorit Beckman	Executive Assistant, Office of External Affairs	
Nishika Gupta	Managing Director of Records and Information Management	
Lynn Schott	Associate Professor, Library	
Jaime Pardo	Manager of Career Placement Services, Continuing Education and Workforce Development	
Dr. Denise Budd	Associate Professor, Visual and Performing Arts	
Julie Seda	Assistant Professor, Wellness and Exercise Science	
Maria Ferrara	Executive Assistant, Board of Trustees	

Standard III Design and Delivery of the Student Learning Experience		
Dr. Annemarie Roscello	Professor, Library	CHAIR
Dr. Maureen Ellis-Davis	Associate Professor, Social Sciences	Co-Chair
Iris Bucchino	Assistant Professor, English Basic Skills	
Dr. Amarjit Kaur	Managing Director of the Center for Innovation in Teaching and Learning	
Dr. Neel Haldolaarachchige	Assistant Professor, Physical Sciences	
Luciana Lew	Adjunct Faculty, English Basic Skills	
Dr. Alan Kaufman	Professor, Composition and Literature	
Philip G. Ross	Lecturer, Wellness and Exercise Science	
Carmen Cruz-Torres	Assistant Dean of Nursing	
Doug Short	Associate Professor, Enrollment Management	
Dr. Walter Rothaug	Associate Professor, Mathematics	
James Zorn	Assistant Professor, Composition and Literature	

Standard IV Support of the Student Experience		
Dr. Dianna O'Connor	Associate Professor, Career and Transfer Services	CHAIR
Gloria Cevallos	Scheduling and Facilities Planner	Co-Chair
Hyacinthe Nkurunziza	Coordinator of Success and Completion, Office of Specialized Services	
Tracy Rand	Managing Director of the Office of Specialized Services	
Joseph Barreto	Trustee and Secretary, Board of Trustees	
Dr. Anthony Trump	Vice President of Student Affairs	

Kathryn Brunetto	Managing Director of Admissions and International Programs	
Jake Dynes	Assistant Professor, Mathematics	
Greg Fenkart	Director of Student Life	

Standard V Educational Effectiveness Assessment		
Dr. llene Kleinman	Associate Dean of Curriculum	CHAIR
Dr. Gary Porter	Professor, Physical Sciences Accreditation Liaison Officer	Co-chair
John Bandman	Assistant Professor, Hotel and Restaurant Management	
Dr. Melissa Krieger	Associate Professor, Social Sciences	
Dr. Peter Dlugos	Professor, Philosophy and Religion	
Pamela Haji	Assistant Professor, English Basic Skills	
Jorge Cardenas	Assistant Professor, Physical Sciences	
Dr. Mi Ahn	Professor, Social Sciences	

Standard VI Planning, Resources, and Institutional Improvement		
Jeffrey Dulow	Controller	CHAIR
Dr. Mayda Gonzalez-Bosch	Associate Dean of Health Professions, Continuing Education and Workforce Development	Co-Chair
Marie Jardine	Associate Director of Public Safety	
Mike Martinez	Professional Assistant, Enrollment Management	
Khairia Fazal	Dean of Learning Support, Cerullo Learning Assistance Center	
Dr. Jaehyun (Julia) Lee-Hong	Assistant Professor, Social Sciences	
Nathaniel Saviet	Vice President of Facilities	
John Scardina	Manager of Grants and Regulatory Compliance, Office of Grants Administration	

Standard VII Governance, Leadership, and Administration		
Dr. Drorit Beckman	Executive Assistant, Office of External Affairs	CHAIR
Mark Molisani	Grant Writer	Co-Chair
Candice Kaup Scioscia	Manager of the Cerullo Learning Assistance Center	
Tracy Miceli	Managing Director of Events Planning	
Francis Schmidt	Professor and Chair, Visual Arts	
Filipa Bernard	Adjunct Faculty, Interdisciplinary Studies	
Dr. Song Chung	Associate Professor, Physical Sciences	

Compliance Working Group (Requirements of Affiliation)		
Dr. Tonia McKoy	Dean of Research and Institutional Effectiveness	CHAIR
Dr. Carol Miele	Professor, ESL	

Communications		
Suzanne Wetzel	Vice President of External Affairs	
Dr. Larry Hlavenka	Executive Director, Public Relations, Community and Cultural Affairs	

Copy Editor		
Dr. John Findura	Writing Center Supervisor, Cerullo Learning Assistance Center	Editor