



Bergen Community College

Self-Study Design

(Revised Version)

Submitted to Dr. Ellie Fogarty
Middle States Commission on Higher Education
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Approved by Dr. Ellie Fogarty, MSCHE
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Self-Study Design

INTRODUCTION

a. Brief Description of the College

Bergen Community College was established by the County Board of Chosen Freeholders in 1965. The first classes were offered in September 1968, on the 167-acre campus in Paramus with an initial enrollment of 1,454 students. Today, the College offers 143 degree and certificate programs. With a current enrollment of slightly below 16,000 students in its academic degree programs (57% full-time & 43% part-time), and an additional 15,000 students in its continuing education and adult education programs, Bergen strives to be a college of choice, and to achieve its stated mission: *“Bergen Community College educates a diverse student population in a supportive and challenging academic environment that fosters civility and respect. The College offers a comprehensive set of accessible, affordable, high-quality credit and non-credit courses as well as degree and non-degree programs. Bergen provides lifelong learning opportunities for all members of the community. The College responds to community needs through workforce training and continuing education, and by developing programs for employers.”* (See Appendix 1 for BCC Vision, Mission and Values)

Within the last decade, Bergen has seen a major expansion of its facilities. Successive phases of construction in Paramus have added the Technology Education Building in 2002; West Hall, housing Bergen’s Educational Broadcast Center, Media Technologies, and Arts and Communications instructional facilities in 2007; and a science annex, containing expanded and updated science laboratory facilities in 2009. Renovation and expansion of the Student Center was completed in September 2011.

Bergen Community College has two off-campus facilities. The Ciarco Learning Center, located in Hackensack, opened in 1970. It offers college-level courses as well as a GED attainment program, courses in English as a Second Language, and workforce development and job training. Bergen Community College at the Meadowlands in Lyndhurst, opened in 2008, offers a wide range of college-level courses, as well as Developmental Math, English Basic Skills, and workforce development courses. Bergen also offers criminal justice courses at the Police Academy in Mahwah, New Jersey, and business courses at Fort Lee, New Jersey.

b. Institutional Context and Recent Developments

After the last Periodic Review Report (PRR) in June 2011, the College was placed on “Warning” by the Middle States Commission on Higher Education and a small team visit was conducted in October 2012. On March 7, 2013, the Commission removed the warning status and reaffirmed Bergen’s full accreditation status, but requested a follow-up monitoring report, due by October 1, 2013. In November 2013, the Commission accepted the monitoring report and approved Bergen to start the self-study process and prepare for the next decennial evaluation team visit scheduled for spring 2016.

Since the last PRR significant leadership changes have taken place at Bergen. In July 2011, President Jeremiah Ryan left the institution by mutual agreement with the Board of Trustees. On July 19, 2011, the Board appointed Dr. Jose Adames, then the Academic Vice President, as Interim President. After a national presidential search, on August 7, 2012, the Board of Trustees appointed Dr. B. Kaye Walter as the new President of the College. With the Board’s support President Walter took steps to stabilize the administrative leadership of the College. President Walter successfully established a new administrative leadership team by replacing interim vice presidents with four permanent vice presidents, all hired through an open search process within the first seven months of her presidency. (see Appendix 2 – Announcement of New Leadership Team). Although faculty and staff never lost their sight of student learning during these rapid organizational changes, President Walter mobilized the faculty, staff, students and the Board to re-commit ourselves to promote student learning and student success. Under President Walter’s stabilizing leadership, the college completed a new strategic plan 2013-2018, *Framework for the Future: Maximizing Potential for Student Success* in May 2013. The new plan was endorsed by the Board in June and took effect immediately after the strategic plan 2010-2013 ended in June 2013 (see Appendix 3 - Strategic Plan: 2013-2018).

Two external endorsements, recognizing the stabilization of organizational change, are worth mentioning. The Bergen County government restored \$3.7 million from the \$5.0 million cut in funding it made five years ago. Through a state-wide competitive grant program, on April 30, 2013, Bergen was awarded \$12.7 million to fund a new academic building for a high tech health professions teaching center, which will include a new simulation center to provide opportunities for training in collaborative care, as well as a dental hygiene clinic and a patient care center. The Health Professions Teaching Center will house both credit and non-credit credential certificate programs. As part of the New Jersey Higher Education Capital Grant Programs, the College also received \$2.9 million to upgrade its IT infrastructure, convert 130 traditional classrooms to SMART classrooms, install a One Card Student ID Management System, and build a data warehouse with data mining capabilities. In addition to restoring funding, the Bergen

County government committed approximately \$5.0 million toward completion of the new high tech health professions teaching center. Groundbreaking for this building was held on August 20, 2013.

Currently, the College is engaged in labor union contract negotiations with the full time faculty and adjunct faculty unions as well as with the professional and support staff unions. These negotiations have progressed very slowly. Three bargaining units, representing full-time faculty, professional staff, and support staff, filled for impasse with the Public Employees Relation Commission (PERC) on January 23, 2014. However, the college and bargaining units are committed to successfully reaching fair and equitable agreements with all parties.

c. Key Facts

Bergen Community College's workforce includes 370 full-time faculty, 675 adjunct faculty and 621 full and part-time staff serving 16, 000 credit students.

The College's student body is ethnically, culturally, and economically diverse, reflecting Bergen County's population. Twenty-three percent (23%) of the students are Hispanic and eighteen percent (13%) are Asians and African-Americans in fall 2013. Bergen Community College is a member of the Hispanic Association of Colleges and Universities and a recipient of the Title V federal grant. Ninety-three percent (93%) of the students are degree seeking, and about 57% are enrolled full-time. Although the College is designed to serve the Bergen County community, nearly 25% of our credit students come from the surrounding counties. During the last academic year, 1,972 associate degrees and 61 certificates (total of 2,039 degrees) were conferred.

The College's operating budget for the FY2013 was \$147.6 million. Approximately, \$7.6 million dollars were raised through grants during the FY2013. During this period, the BCC Foundation distributed \$421,000 in merit- and need-base scholarships to 363 students.

Bergen maintains accreditation by the Middle States Commission on Higher Education. In addition, ten (10) individual programs are accredited by specific associations and commissions. They are:

- The Commission on Accreditation of Allied Health Education Programs – Diagnostic Medical Sonography, Medical Office Assistant, Respiratory Therapy and Surgical Technology Programs
- The New Jersey State Board of Nursing and the National League for Nursing Accrediting Commission – Nursing Program

- The Commission on Dental Accreditation – Dental Hygiene Program
- The Joint Review Committee on Education – Radiologic Technology Program
- The American Bar Association – Paralegal Studies and Legal Nurse Consultant Programs
- The American Veterinary Medical Association – Veterinary Technology Program

NATURE AND SCOPE OF THE SELF STUDY

President Walter and the Executive Team decided that the college will be best served by a comprehensive self-study model with a strong focus on student learning and student success. The overall theme for this decennial self-study is *“to insure Bergen Community College has a vigorous learning environment singularly focused on student learning and student success”*. President Walter charged the Self-Study Steering Committee and the Working Groups to examine all of the self-study research questions through the lens of student learning and student success.

INTENDED OUTCOMES OF THE SELF-STUDY

The Middle States Self-Study process allows for Bergen’s various constituencies to research and analyze how the college meets its mission and goals. For the entire College community, the self-study offers an opportunity for reflection, improvement, and renewal. In its completion, the College expects that the self-study will:

1. Demonstrate compliance with the Middle States Commission’s fourteen standards of excellence in higher education, with particular attention paid to Standard 7 and 14.
2. Examine the College’s performance in the fourteen Standards beyond requirements for accreditation to assure a vigorous learning environment singularly focused on student learning and success.
3. Analyze how college-wide assessment relates to the College’s mission, strategic plan and institutional renewal.
4. Engage the College’s leadership, administration, faculty, staff and students in shared analysis of data and reflection on how to use the results to improve student learning and the learning environment.

5. Raise awareness among administration, faculty, staff, students and other stakeholders of the College's current assessment practices and its role in ensuring a vigorous learning environment.
6. Document pivotal changes and progress made since the previous self-study and Periodic Review Report.
7. Complement and inform the comprehensive third year strategic plan implementation assessment that is part of the Strategic Plan 2013-2018 rollout.
8. Provide a foundation for revising the College's vision, mission and values statements as the starting point for the next strategic planning cycle.

ORGANIZATIONAL STRUCTURE OF THE STEERING COMMITTEE AND WORKING GROUPS

As soon as the College was informed by the Commission in late November 2013, that Bergen is approved for the next decennial evaluation visit in spring 2016, President Walter and the Executive Team agreed on the College's self-study model – a comprehensive evaluation report with reordering the 14 *Standards of Excellence* to reflect Bergen's structure. At the same time, President Walter sent out a campus-wide announcement communicating the Middle States Commission's decision and asked faculty and staff to volunteer to serve on self-study committees.

In early December 2013, Dr. Walter appointed Yun K. Kim, Vice President of Institutional Effectiveness and Shyamal ,Sony` Tiwari, Music faculty, to serve as co-chairs of the Steering Committee. Individuals for the Steering Committee were selected for their knowledge of the College, previous experience with the accreditation process, analytical objectivity, willingness to serve and lead, and demonstrated potential to become the next generation of leaders at Bergen. The Steering Committee was finalized in mid-December 2013. The Steering Committee members are listed below:

Phil Ciarco	Trustee
Keith Chu	Faculty, History
Linda Emr	Dean, BCC at the Meadowlands
Gail Fernandez	Faculty, American Language Program & Lead Assessment Fellow and Final Editor
Linda Hall	Faculty, Dental Hygiene
Tracy Miceli	Managing Director, Event Planning

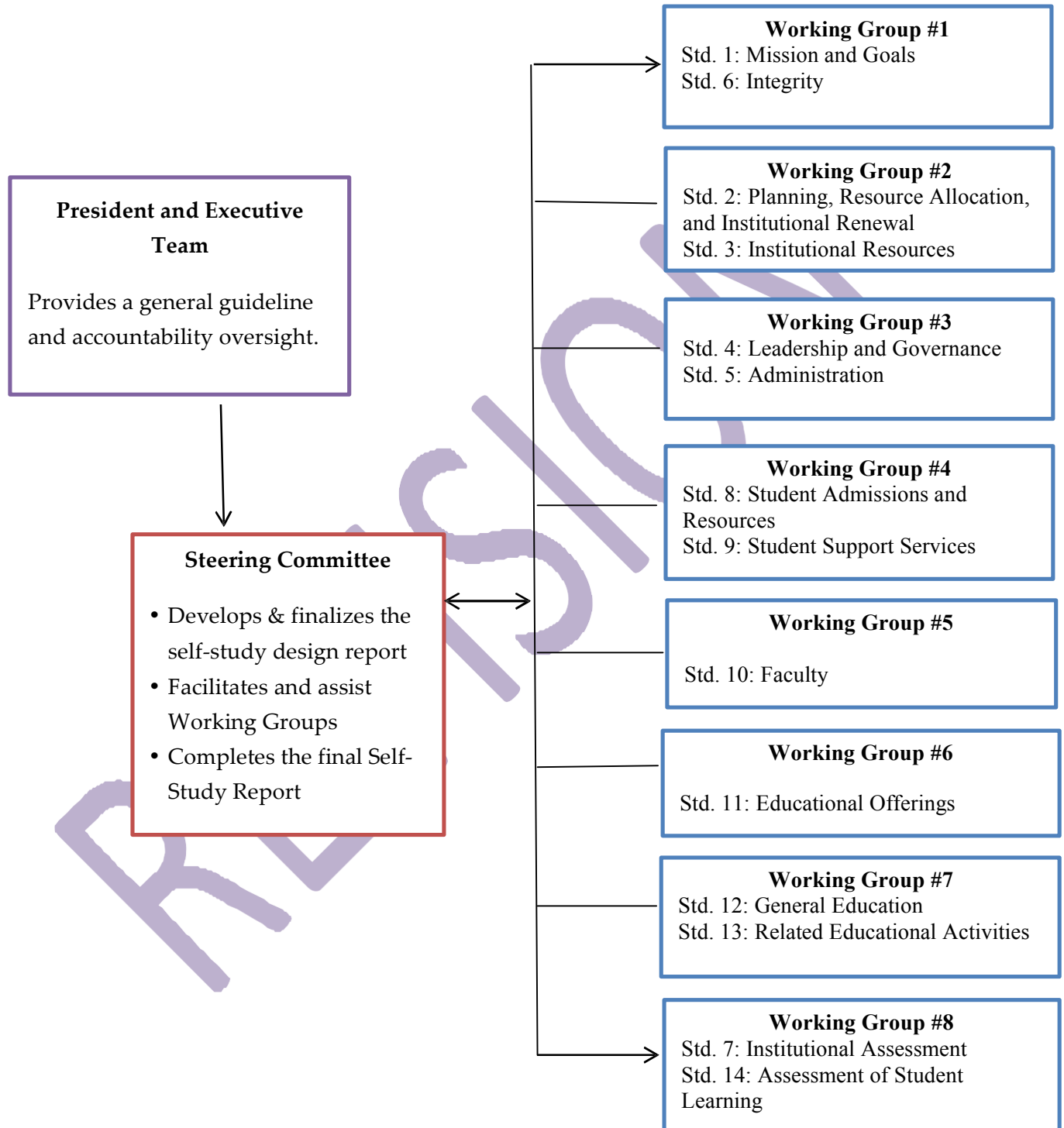
Jennifer Migliorino-Reyes	Dean, Student Affairs
Sharyne Miller	Executive Director, Information Technology
Michael Redmond	Faculty, Philosophy and Religion
Annemarie Roscello	Faculty, Faculty Development
Sandra Sroka	Dean, Ciarco Learning Center
Andrew Tomko	Acting Dean, Division of Business, Social Sciences and Public Service
TBA	Student
TBA	Student
Yun K. Kim (Co-Chair)	Vice President, Institutional Effectiveness
Sony Tiwari (Co-Chair)	Faculty, Music & Assessment Fellow

The following individuals will work closely with the Steering Committee throughout the self-study. They are:

- Larry Hlavenka, Managing Director, Public Relations – Communication support
- Tonia McKoy, Managing Director, Institutional Research – Research support
- William Mullaney, Vice President, Academic Affairs – Final editor
- Jim Miller, Executive Director, Human Resources – HR research support

At Bergen, the self-study will be led by the Self-Study Steering Committee and eight Working Groups with general guidance and accountability oversight from the President and Executive Team. The diagram on the next page shows the organizational structure of the Steering Committee and Working Groups.

Self-Study Steering Committee and Working Groups



All of the Working Groups are about 95% fully staffed, and an official self-study kick-off event for the Working Groups is scheduled on April 3, 2014. Each Working Group and Steering Committee will have two student representatives. Bergen students will be invited to apply to become self-study working group members in September 2014. The Working Group Co-Chairs are listed below:

- Working Group #1: Mission, Goals, and Integrity (Standard 1 and Standard 6)

Co-Chairs:	Sarah Shurts	History, Meadowlands
	Lynda Box	Chemistry
	Christian Mdeway	Assoc. Dean, Adjunct Faculty

Steering Committee Liaison: Keith Chu and Linda Hall

- Working Group #2: Planning, Resources, and Institutional Renewal (Standard 2 and Standard 3)

Co-Chairs:	Lisa Di Gaetano	Information Technology
	Susan Barnard	Dean, Health Professions

Steering Committee Liaison: Sandra Sroka

- Working Group #3: Leadership, Governance, and Administration (Standard 4 and Standard 5)

Co-Chairs:	Ellen Feig	English
	Edward Zingg	Public Safety
	Anthony Miller	Trustee

Steering Committee Liaison: Tracy Miceli

- Working Group #4: Student Admissions and Support Services (Standard 8 and Standard 9)

Co-Chairs:	Lou Ethel Roliston	English
	Amparo Coddling	Dean, Arts and Humanities
	Kate Plessing-Brunetto	International Student Services

Steering Committee Liaison: Jennifer Migliorino-Reyes

- Working Group #5: Faculty (Standard 10)

Co-Chairs:	William Mullaney	VP of Academic Affairs
	Rachel Wieland	Mathematics
	TBA	Trustee

Steering Committee Liaison: Annemarie Roscello

- Working Group #6: Educational Offerings (Standard 11)

Co-Chairs:	Mina Ahn	Psychology
	Christine Gillespie	Dean, Continuing Education
	Priscilla Klymenko	Dean, Student Affairs

Steering Committee Liaison: Andrew Tomko

- Working Group #7: General Education and Related Education

Co-Chairs:	Anthony Yankowski	Psychology, Meadowlands
	PJ Ricatto	Dean, Math., Science & Technology
	Dianna O'Conner	Student Affairs

Steering Committee Liaison: Michael Redmond

- Working Group #8: Institutional Assessment and Student Learning Assessment (Standard 7 and Standard 14)

Co-Chairs:	Jennifer Lyden	Philosophy & Religion
	Keri Cerami	Math, Meadowlands
	Jo Anne Mecca	Trustee

Steering Committee Liaison: Linda Emr and Sharyne Miller

GUIDELINES FOR REPORTS AND CHARGES TO THE WORKING GROUP

Working Groups are charged with three major tasks leading to the final self-study report. Each Working Group is to:

- 1) Demonstrate Bergen's compliance with the Middle States Foundational Elements of each Standard assigned to the Group.
- 2) Carry out research and analysis to fully answer self-study research questions assigned to the Group.
- 3) Communicate the findings and recommendations to the Self-Study Steering Committee via Research Briefs.

Working Groups are asked to provide evidence, analysis and recommendations in a well-reasoned and objective manner, generally following an empirical research report format. Working Groups will use the following outline to prepare their Research Briefs.

1. Working Group Title and Standard
2. Abstract A clear, short paragraph to summarize the findings of
3. Introduction A few paragraph of background leading to and including the research questions.

- | | | |
|----|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| 4. | Methods | A brief description of how the research was performed, including analysis, and the materials/institutional data that were used. |
| 5. | Results | A description of major findings, often represented through charts and graphs. |
| 6. | Discussion | A thorough and objective analysis of the results and identification of how these serve as strengths and weaknesses. |
| 7. | Recommendations | Where appropriate, a list of ideas for improvement as noted in the discussion. When possible, align recommendations with the Strategic Plan. |

The Steering Committee's expectation is that each Research Brief will be less than 10 pages in length. Although firm deadlines for the Research Briefs have not been set at this time, informal interim reports are due in December 2014.

The list of research questions below addresses the overall theme for the Self-Study and the intended outcomes of the Self-Study. A preliminary inventory of support documents and internal resources has been developed to assist the Working Groups in their initial phase of their inquiry process (see Appendix 4 – Preliminary Inventory of Documents and Resources).

WORKING GROUP 1

Standard 1: Mission and Goals

Standard 6: Integrity

1. How well do Bergen's current vision, mission and values adequately emphasize deepening and sustaining a learning environment that is truly focused on student success regardless of students' prior learning experiences, and their socio-economic and cultural background?
2. Considering current and future demographic, socio-economic and cultural trends of this region, what challenges does the college need to consider to appropriately serve its community?
3. To what extent have Bergen's policies and procedures been effective in ensuring a learning environment that values civility, mutual respect, team work and appreciation for diversity, both vertically and horizontally? Is the college's pursuit of its vision and mission reflected in its operational practices, policies and procedures? How is this assessed?

WORKING GROUP 2

Standard 2: Planning, Resource Allocation, and Institutional Renewal

Standard 3: Institutional Resources

1. With public support for community colleges declining, how does the College develop, implement and assess its planning and budget processes so that effective decision-making deepens and sustains a learning environment that is focused on student success?
2. How does the College secure, align and assess resources needed to support the vision and mission of the College, as well as quality teaching, learning and campus engagement initiatives? How do mission, strategic initiatives and the results of assessment drive the allocation of resources to deepen and sustain a learning environment that is focused on student success?
3. What plans exist to develop, support and enhance campus technology and information systems in support of the academic, administrative, and assessment functions at the College?

WORKING GROUP 3

Standard 4: Leadership and Governance

Standard 5: Administration

1. How do the college's relations with the Bergen County community (i.e., residents, business, government) support its mission, and further enhance a vigorous learning environment and student success?
2. How effectively do administrative and governance structures deepen and sustain a vigorous learning environment focused on student success?
3. In light of major organizational changes that have taken place at the College over the last five years, what processes are in place to ensure the impact of these changes can be adequately assessed?
4. How effective are the lines of communication between the Board, administration, faculty, and staff in sustaining a vigorous learning environment and in enhancing student success?

WORKING GROUP 4

Standard 8: Student Admissions and Retention

Standard 9: Student Support Services

1. How effectively do the College's admission and retention policies reflect the college's vision, mission and strategic initiatives? How effectively do they help the College meet its enrollment management goals?
2. How does the College ensure that current and prospective students have accurate and comprehensive information about academic programs and degree requirements, policies, academic skills requirements, financial aid, and transfer opportunities? How does this affect student enrollment and retention?
3. How does the College identify and assist underprepared and at-risk students? To what extent do academic support services, such as tutoring and academic counseling, support student retention and student success? How are these services prepared to address the changing needs of the diverse student population Bergen serves? How does the College determine the effectiveness of those interventions in increasing student retention and student success?
4. How can assessment data (CCSSE, student course evaluations, departmental assessments, student satisfaction surveys, etc.) be used to assess academic and student support services and inform appropriate changes to improve the College's learning environment and student success?

WORKING GROUP 5

Standard 10: Faculty

1. What evidence is available that demonstrates faculty is involved in academic program development, outcomes assessment, and improvement to assure that the college is focused on student learning and student success?
2. What methods are used to ensure that course offerings and majors are appropriately conceived and reflect the current disciplinary practices?
3. How effectively do expenditures and support for faculty development align with the College's mission and strategic direction? How well does faculty development deepen and strengthen a vigorous learning environment focused on student learning and student success?

4. To what extent do policies and practices enable the College to recruit, develop and retain faculty who support the teacher-scholar model?
5. How do faculty innovations and achievements promote student learning and academic program development?
6. What evidence is available that shows the College ensures that faculty performance is fairly and accurately evaluated?

WORKING GROUP 6

Standard 11: Educational Offerings

1. How effectively are courses sequenced to enable students to achieve learning objectives within specific degree and certificate programs?
2. To what extent do the College's educational offerings have academic content, rigor, and depth appropriate to associate-level academic programs that are offered meet the educational needs of the diverse student body Bergen serves? How effectively do program requirements interrelate, build on, and support each other?
3. How pervasive and effective are opportunities for students to synthesize and reflect on their learning, and their educational progress?
4. How do the plans, policies and procedures regarding transfer of credit support the College's mission of student success? Is transfer information current and comprehensive? What methods are used to ensure that credits are consistently transferable?
5. How does the College ensure that educational offerings adequately prepare students for the rapidly changing market place?

WORKING GROUP 7

Standard 12: General Education

Standard 13: Related Educational Activities

1. What evidence is available to demonstrate that the General Education program (Bergen's core requirements) is effective in supporting the vision, mission and

values of the College, and in deepening and sustaining a rigorous learning environment for student success?

2. How have the expected learning outcomes of General Education (Bergen's core requirements) been communicated to students? How do the College and faculty ensure that students achieve acceptable levels of competency and proficiency for each of the General Education learning outcomes by the time they graduate?
3. What evidence exists that General Education is integrated with, and reinforced by, the students' major programs? How does this structural/institutional integration help to achieve the General Education learning outcomes?
4. How effective are developmental courses, (Developmental Math, English Basic Skills, and The American Language Program) and related programs offered by the College at helping underprepared students achieve their stated educational goals? How do assessment practices inform the direction of these programs?
5. How well and in what ways do online courses and programs serve the College's vision, mission, and values, and to what extent do they provide students with a rigorous learning experience?
6. Are resources, organizational structure, and support sufficient for the needs of a robust online program in the 21st century, and how effective are College efforts at ensuring that both faculty and students are successful in online courses and programs?
7. How well do College-sponsored curricular and extra-curricular programs articulate expected learning outcomes for students? How well do they deepen a culture of vigorous learning for our students?
8. How effective is the College in identifying non-credit offerings appropriate to meeting the workforce development needs of the diverse student body and the Bergen County community? Does the College offer non-credit students seamless pathways to credit programs?

WORKING GROUP 8

Standard 7: Institutional Assessment

Standard 14: Assessment of Student Learning

1. What methods are used to assess the College's overall effectiveness as an institution? How systematic and cost-effective are these methods? How have assessment results been used to understand the fulfillment of the College's vision, mission and strategic initiatives?
2. How well does the institutional-level documentation of assessment policies, structures, plans, methods, results and use of results demonstrate coherence among assessment efforts?
3. To what extent are the strategic planning and outcomes assessment processes of the college integrated with financial, and facilities planning and management efforts at the College?
4. How effective are existing assessment plans and processes for academic and support programs at demonstrating that the curriculum/programs facilitate students in achieving key student learning outcomes? How are the assessment results used to strengthen a culture focused on student learning and success across the College?
5. To what extent does the assessment of student learning incorporate best practices? Does it yield direct evidence that is clear, tangible and convincing? Does it purposefully relate to the programs' key learning outcomes? Does it have results that are sufficiently accurate and truthful so that assessment results can be used with confidence to make decisions?
6. How effectively does the College link the assessment of student learning to the enhancement of the learning environment, teaching, and student success?
7. How can the current assessment of incoming students be improved to more accurately reflect the learning level of the College's diverse population?

ORGANIZATION OF THE SELF-STUDY REPORT

Bergen Community College will approach the Self-Study Report as a research report on the Institution. Each Working Group will filter their inquiries through the overall theme for the Self-Study: *To insure Bergen Community College has a vigorous learning environment singularly focused on student learning and student success.* The final Self-Study Report will be organized as follow:

- I. Executive Summary and Eligibility Certification Statement
- II. Introduction and Overview of the Self-Study Process
- III. Mission, Goals, and Integrity – Standard 1 and Standard 6
- IV. Planning, Resources, and Institutional Renewal – Standard 2 and Standard 3
- V. Leadership, Governance, and Administration – Standard 4 and Standard 5
- VI. Student Admissions and Support Services – Standard 8 and Standard 9
- VII. Faculty – Standard 10
- VIII. Educational Offerings – Standard 11
- IX. General Education and Related Educational Activities – Standard 12 and Standard 13
- X. Institutional Assessment and Student Learning Assessment – Standard 7 and Standard 14
- XI. Conclusions with proposals
- XII. Appendix

EDITORIAL STYLE AND FORMAT

Vice President of Academic Affairs, William Mullaney and Prof. Gail Fernandez will serve as editors of the Self-Study report to ensure that the report is presented in one voice. Working Groups will use the following editorial guidelines in producing their reports:

General Format

1. Use Microsoft Word for word processing, Excel for spreadsheets and graphs.
2. Report font is Palatino Linotype, 12 point font size.
3. Single-space body of report, 2-line return between paragraphs and 3-line return between sections.
4. Center primary headings with all letters in bold caps.
5. Left-justify secondary headings in bold.
6. Use standard 1-inch margins on all sides.
7. Body text should have no indentation, left-justified

8. Working Groups reports should be 15 pages maximum.
9. Place page numbers on the bottom right of each page.

Technical Details

1. Use APA Style citation in the text body (parenthetical by author and date of publication) with a section at the end entitled 'List of References' where the full reference is noted.
2. Write out abbreviations completely on first appearance with acronym in parentheses. Reference using acronym on subsequent appearances.
3. Refer to Bergen Community College as BCC or 'the College' throughout.
4. Use i.e. and e.g. not capitalized, not italicized, with commas before and after.
5. Omit the Oxford Comma.
6. Lengthy quotes (greater than 4 lines) will be block indented. Shorter quotes require quotation marks and remain in body of text.
7. Capitalize proper division names, e.g. Liberal Arts. Disciplines are normally lower case except for English and foreign languages.

Other Considerations

1. Write in the third person.
2. Use active voice whenever possible.
3. Use present tense in general.
4. Refer to positions and office or departments rather than individuals.
5. Cite the electronic location of sources when available.

When submitting drafts of the Working Group's report, please submit an electronic copy and date every draft. Keep an up-to-date back-up version of each draft.

A standard formatted document which incorporates these guidelines will be distributed to the working groups to facilitate the report submission process.

TIMETABLE FOR THE SELF-STUDY AND EVALUATION

Below is an overall timeline for the next five semesters. Specific timelines and due dates will be established by the Steering Committee and the Working Groups. In addition to the timeline, the Steering Committee developed a communication plan to inform and engage Bergen community members as well as external partners of the College (see Appendix 5).

Overall Timeline for Self-Study Report and Accreditation Evaluation Visit

MSCHE Visit - Spring 2016

WHEN	WHAT	WHO
Spring 2014	<ul style="list-style-type: none"> Finalize Steering Committee and Working Group co-chairs and members 	President and Executive Team
	<ul style="list-style-type: none"> Choose self-study model Draft self-study design, including research questions for Working Groups MSCHE staff liaison's visit – March 4, 2014 Receive approval on Bergen's self-study design from MSCHE (by the end of April 2014) Complete preliminary inventory of Documents and Resources Create Communication Plan Self-Study Orientation – April 3, 2014 Prepare self-study information for April 8, Faculty Conference 	President and Executive Team President, Executive Team & Steering Committee ALL Steering Committee Communication Team Steering Committee & Working Groups Steering Committee
Summer 2014	<ul style="list-style-type: none"> Complete the <u>Document Roadmap</u> for compliance Working Groups hold a planning session and become familiar with Bergen's self-study design and research questions Working Groups read supporting documents and generate a list of data needs 	CIE and Working Groups Co-Chairs Working Groups Working Groups
Fall 2014	<ul style="list-style-type: none"> Self-Study kick-off event in October, 2014 Working Groups carry out their charges with oversights from the Steering Committee Steering Committee provides report template Self-Study updates at department/division/committee meetings Working Groups' interim reports due in December 	Steering Committee Working Groups Steering Committee Steering Committee & Working Groups Working Groups
Winter '14 – Jan. '15	<ul style="list-style-type: none"> Send a copy of the self-study design to the Evaluation Team Chair 	Steering Committee Co-Chairs

Spring 2015	<ul style="list-style-type: none"> • Self-Study Check-In Session • Working Groups carry out their charges with oversight from the Steering Committee • Work Groups submit analytical reports to Steering Committee • Self-Study Communication update to the College in May • Working Groups DRAFT Reports due in May 	Steering Committee and Working Groups Working Groups Working Groups Communication Team Working Groups
Summer 2015	<ul style="list-style-type: none"> • Release Draft Reports to the College constituents (meetings, conferences, workshops, forums, website) • Steering Committee develops a draft self-study report (some sections will begin in spring 2015) • Develop & populate Self-Study site on Bergen.edu 	SC Communication Team Steering Committee Communication Team & CIE
Fall 2015	<ul style="list-style-type: none"> • Self-Study update to the College community • Campus community reviews draft self-study report (forums, e-sharing, meetings) • Board of Trustees reviews draft self-study • Share the draft report with the County Executive & Freeholders • Send the draft self-study to Evaluation Team Chair • Evaluation Team Chair's preliminary visit to Bergen (Around November 2015) 	Communication Team Steering Committee President's Office President's Office Steering Committee Co-Chairs President, Executive Team, Steering Committee & Working Groups' Co-Chairs
Winter '15 – Jan. '16	<ul style="list-style-type: none"> • Steering Committee finalizes self-study report; final self-study report is sent to Evaluation Team and MSCHE 	Steering Committee & President
Spring 2016	<ul style="list-style-type: none"> • Campus preparations for Evaluation Team Visit (i.e., meeting/document room, synch schedules, travel arrangements, etc.) • Self-Study update to the College community • Evaluation Team Visit • Bergen's response to Evaluation Team's Report 	President's Office & Steering Committee Communication Team ALL President, Executive Team & Steering Committee

PROFILE OF THE VISITING EVALUATION TEAM

The College requests that the Middle States Commission on Higher Education consider the following suggestions when preparing an accreditation evaluation team for Bergen Community College:

1. The chairperson should be a president of a large community college with experience in a diverse, suburban campus.
2. In general, team members should:
 - a. Possess expertise and sensitivity to large diverse student body populations
 - b. Come from the two-year community college sector, with experience in open access admission institutions
 - c. Be fluent in unique issues associated with publicly funded institutions
 - d. Have experience in or evaluating union-based environments
3. More specifically, the team should have at least one member with expertise in:
 - a. Institutional and student learning outcomes assessment
 - b. General Education
 - c. Online Education Programs and Continuing Education
 - d. Instructional and Informational Technology
 - e. Multi-site environments