

# MIDDLE STATES COMMISSION ON HIGHER EDUCATION



**SELF-STUDY DESIGN**  
JUNE 2022



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## I. Institutional Overview

Located in Paterson, New Jersey, Passaic County Community College (the College; PCCC) received its charter in 1968 to serve the residents of Passaic County with educational and cultural programs. The College opened its doors in October 1971, offering programs in both transfer and career areas.

As one of America's most diverse colleges, the College is a federally defined Minority Serving Institution (MSI), serving predominantly low-income, minority students. The population consists of 6,480 students, fifty-six percent of whom are Hispanic. The College is also a nationally recognized *Leader College of Distinction* by the Achieving the Dream National Network. It is the only two-year, public, open-admissions institution in the third largest city in the State of New Jersey.

Being a federally designated MSI, PCCC values racial, ethnic, and cultural ways of knowing. In particular, Hispanic students account for nearly sixty percent of the PCCC student population. Through federal funding programs earmarked for MSIs, the College has secured millions of dollars in funding to assist under-represented minority and low-income students in overcoming obstacles to success. Services and activities recognize the racial and cultural experiences of students, who, in turn, feel a sense of belonging.

The College is a microcosm of the surrounding urban and suburban communities. One hundred forty different languages are spoken. Thirty-seven percent of the adult population is foreign-born. In sixty-two percent of homes, English is not the primary language spoken. The College enrolls large contingents of students from the Dominican Republic, Peru, Mexico, and Ecuador as well as from Middle Eastern countries such as Jordan, Syria, Egypt, Turkey, and Morocco. A Peruvian consulate is located in Paterson. The city also hosts the second largest Bangladeshi population in the U.S.

Its unique population and the complicated needs of its student body requires continual creativity and innovation as the College supports students to completion, graduation, and transfer. PCCC awards the Associate in Science (A.S.), Associate in Arts (A.A.), Associate in Applied Science (A.A.S.) and Associate in Fine Arts (A.F.A.) degrees as well as career certificates. In total, there are ninety associate degree and certificate programs, as well as over fifty non-credit continuing education courses and programs. The College's most popular programs include Business Administration, Criminal Justice, Nursing, Human Services, and Computer Science. Part-time students account for sixty-two percent of all students, and females comprise two-thirds of PCCC's enrollment.

According to national data from the Equality of Opportunity Project, the overall social mobility index (the likelihood that a student moves up two or more income quintiles) is twenty-eight percent for PCCC, which ranks thirty-fourth in the nation across two-year colleges, and ninth amongst all New Jersey colleges. The average median earnings for individuals attending PCCC is \$33,301, and forty-six percent of students earn more than the typical high school graduate six years after entering college. Because of the affordable tuition and the many opportunities to receive financial aid, only about five percent of students receive federal loans to pay for college, and the median debt after graduation is \$7,874 (Source: U.S. Department of Education Scorecard).

## **A. Programs and Student Support**

Over the last eight years, the College has instituted various innovative programs and student support services in an effort to enhance student success. In this section, we will describe these initiatives.

### ***Guided Pathways***

To serve our students and their communities, the College has adopted Guided Pathways as part of our ATD commitment. The defined pathways help students clearly identify their educational and career goals:

- Education & Public Safety Studies;
- Humanities, Media Studies & Performing Arts;
- Health Sciences;
- Science, Technology, Engineering and Math;
- Social, Behavioral Sciences & Human Services;
- Business & Culinary Arts; and
- Technical Studies, including programs such as Plumbing & Welding.

Through Guided Pathways-related innovations, the College offers support services to help students stay on track toward graduation, as well as to ensure students gain the skills and knowledge to pursue their careers of choice.

### ***Support to Students***

Passaic County Community College (PCCC) students often lack the basic necessities for living, much less attending college. According to the College's Office of Student Advocacy, students struggle with food and housing insecurity and mental health issues. In many instances, students experience multiple unmet basic needs. Overall, sixty-two percent of students at PCCC experienced at least one form of basic needs insecurity. Among 4,059 students who submitted applications for student emergency relief funding during the pandemic, seventy-seven percent had experienced unemployment as a result of COVID-19; nearly fifty percent said that they cannot afford to eat a balanced meal; and an astounding seventy-six percent of students admitted they are having difficulty paying for housing costs such as rent and utilities (*PCCC CARES, 2021*). Between 2019-2020 and 2020-2021, the College's Office of Student Advocacy saw a seventy-five percent spike in students requesting food assistance and a 109% increase in students seeking housing assistance.

Through Grants and relationship building within the community, PCCC has formal agreements with numerous partner agencies focused on food insecurity, housing assistance, intimate partner violence and mental health support. This collaboration with these partner agencies increases student access to basic needs services by assisting students in enrolling in government benefits programs; offer students priority status and appointments; serving students who are uninsured and/or with limited English proficiency; conduct workshops on campus to increase awareness of services; and maintain a presence at the college which expands student access to services. This mutually beneficial collaboration also serves as a hub of opportunities for PCCC students wanting to serve as volunteers, interns, and work-study students for partner agencies.

### ***The Open Educational Resource Initiative***

The College embarked on an Open Educational Resource (OER) initiative in Spring of 2017 as an alternative to high-cost commercial materials to lower economic barriers for students. Open educational resources are materials for teaching or learning that are either in the public domain or have been released under a license that allows them to be freely used, changed, or shared with others. Within a few months of starting in Fall 2017, the College launched thirty-three sections of nineteen distinct courses. Today, five years later, 121 distinct courses have been developed as OER with fifty-one percent of the sections of these courses running as OER. The College set a goal for itself to incrementally increase OER course offerings across all four semester types and lengths in subsequent semesters, which would ultimately save students approximately \$2.75 million annually.

### ***Joint Programs Offerings with Ramapo College of New Jersey***

#### ***3+1 Degree***

In addition to the adoption of OER, the College also recognized that many of our students faced barriers to continuing their education after earning an associate degree. In December 2018, the New Jersey State legislature voted affirmatively on the establishment of 3+1 programs through partnerships between 4-year colleges/universities and community colleges. In early 2020, the College embarked on a 3+1 initiative that would help bridge the gap to earning a bachelor's degree by joining in a unique partnership with Ramapo College of New Jersey (RCNJ). The faculty of both colleges co-authored a seamless transfer degree curricula and provided joint funding for an advisor who would work at both institutions. The presence of this advisor has reduced stressful barriers for students as they transfer and allows them to remain within an existing support network.

Students in the 3+1 program accumulate ninety credits and earn two associate degrees at PCCC. Subsequently, they transfer to RCNJ for the fourth year of thirty credits to earn a baccalaureate degree. While saving significant tuition dollars, students also remain in a familiar and convenient network of previously utilized support services.

#### ***2+2 Degree Program***

Additional transfer options resulted from the 3+1 degree negotiations. PCCC and RCNJ now offer a 2+2 degree program to students who major in Human Services. Student(s) in the 2+2 program complete all courses on PCCC campuses and earn an Associate of Science in Human Services from PCCC and a Bachelor of Social Work from RCNJ. This structure offers students more affordability in obtaining an associate and baccalaureate degree since the first half of the degree is earned at PCCC' tuition rate and the second half is earned at a reduced RCNJ tuition rate. The 2+2 degree program has become PCCC's model for increasing partnerships with additional New Jersey colleges and universities.

The PCCC-RCNJ 2+2 and 3+1 programs differ from traditional affiliation agreements because the curriculum is developed collaboratively between the two institutions. These joint degree programs allow students to anticipate a seamless transfer process in the early stages of their academic career while maintaining connections to familiar support resources.

### ***Phi Theta Kappa***

The College chartered its chapter of Phi Theta Kappa (PTK) known as Alpha Eta Chi in 1982. PTK is the most prestigious International Honor Society for two-year colleges. Student induction requires maintaining a 3.5 cumulative GPA. PTK is known for its four hallmarks: scholarship, leadership, service, and fellowship. Globally, the society has four divisions, twenty-nine regions,

and 1,300 chapters. Alpha Eta Chi has served the College community for forty years by inducting hundreds of academically eligible students. In 2015, Alpha Eta Chi began a transformation, which targeted goals of increased membership and involvement at the college, regional, and international levels. Alpha Eta Chi is recognized both regionally and internationally as a top chapter recognized for its participation in the College Project as well as the Honors in Action initiatives sponsored by the PTK national organization. Throughout the past seven years, several PCCC students, chapter officers, faculty advisors, and administrators received the prestigious designation of “Distinguished” both regionally and internationally. Steven M. Rose, Ed.D. College President was awarded the Shirley B. Gordon Award of Distinction for College Presidents in 2016. The College’s PTK students are recognized as Coca-Cola All USA scholars, Leaders of Promise, Jack Cooke Kent Scholars along with several other prestigious scholarship awards.

## **B. Diversity and Equity**

The College has become increasingly conscious of social and economic factors that impact student success and completion. In addition to revisiting a host of college policies and practices to ensure diversity, the College is striving to maintain social and economic justice and equity as hallmarks of our institution, the College hosts organizations and clubs that partner with community-based organizations which offer guidance to leadership, support students and community stakeholder participation while demanding academic excellence as a requirement of participation in addition to fostering leadership skills.

### ***Men of Color Success Initiative***

The Men of Color Success Initiative (MOCSI) is a community-partnership initially formed by alumni and students outside the aegis of the College. MOCSI invited the College to join its ranks in 2018. MOCSI is designed to address challenges of first-generation college students, traditionally underrepresented groups, and students in need of academic and personal direction. MOCSI supports male students by providing an inclusive space where they are mentored by role models from similar backgrounds, receive advice related to career preparation and financial literacy, and engage in life changing experiences. This initiative fosters the success of students by increasing retention and completion rates among men of color. MOCSI additionally seeks to increase awareness by actively engaging the community in activities and college-wide support services.

### ***The Diversity, Equity, Engagement and Completion Committee***

The Diversity, Equity, Engagement and Completion (D.E.E.C.) Committee assesses institutional procedures and practices that impact historically marginalized populations within the College community. The committee’s mission is to help establish and maintain diverse, equitable, and inclusive (DEI) institutional practices and programs that enhance our academic environment and institutional offerings. D.E.E.C. initiates dialogue, gathers data, and reviews standing practices to collaborate with stakeholders on DEI-based initiatives, activities, programming and institutional changes. D.E.E.C is committed to dismantling barriers and building bridges to success for all college interactions regardless of their race, ethnicity, national origin, disability, sex, sexual orientation, gender dynamics, religion or socio-economic status.

### ***LGBTQ & Allies Club***

The LGBTQ + Allies club serves to increase awareness and understanding of the LGBTQIA community and create a space of inclusion at the College regardless of sexual orientation or gender identity through education, support, social action, and advocacy.

## **C. Faculty Support**

The Center for Teaching and Learning (CTL) was created in Fall 2019 with Title V Pathways to Teacher Certification grant funding. Since its inception, faculty professional learning sessions have been offered to full and part time faculty. The CTL develops and promotes major initiatives to improve the faculty and student classroom experience hosting unique events to increase faculty development and capacity building. Initiatives have provided faculty support in the concurrent classroom with trained students or part-time employees to coordinate technological platforms in the classroom to ensure an improved experience for students. Faculty have also been trained to integrate career-focused learning opportunities and skill-based activities to their classes. The CTL works to identify full and part-time faculty leaders at the College to bring in current literature and promote best practices in Higher Education. Both internal and external field experts are sought to promote a culture of equity and cultural responsiveness to support student completion.

## **D. External Support**

### ***Grants***

The College administers millions of dollars in public and private grant funding each year. This funding comes from numerous funding sources such as the U.S. Department of Education, the National Science Foundation (NSF), NASA, the U.S. Department of Justice, the National Endowment for the Humanities (NEH), the New Jersey Department of Education, the New Jersey Office of the Secretary of Higher Education (OSHE), as well as private foundations and corporations.

Grant funding at the College is specifically aligned with the College's mission and goals, with an emphasis on supporting student success and program completion. Among its numerous grant awards, the College currently operates three separate federal Student Support Services TRiO programs for 420 low-income, first-generation college students; three Title V Developing Hispanic Serving Institutions grants focused on student retention and program completion; and an institution-wide STEM program that prepares Hispanic and low-income students to complete STEM degrees and transfer into STEM baccalaureate programs.

Students in nearly all disciplines benefit directly from grant resources, whether it is from improved and engaging courses, scholarship funding, or expanded support services such as Supplemental Instruction/tutorial support, mentoring, the newly developed course navigator program whereby faculty receive technology facilitation in the classroom by a course navigator, or financial literacy instruction. Through grant funding, the College has deepened its commitment to the surrounding urban communities. This includes dual enrollment for urban high school students; arts and cultural programs for residents; and college readiness programs such as College Bound, GEAR UP, and Upward Bound serving hundreds of local students per year from under-resourced urban school districts.

PCCC's grant funded programs improve educational opportunities for local residents. For example, initiatives such as the College Bound, Upward Bound, and GEAR UP programs involve hundreds of local schoolchildren in Paterson and Passaic in comprehensive college readiness activities such as academic instruction; tutorial support; academic advising; personal and career counseling; college tours; and educational field trips. Local students and their families benefit from grant-funded dual enrollment programs, where students earn college credits while still in high school at no cost, thereby giving them a head start on their college education and saving their families on the cost of tuition and fees. PCCC grants are used to provide local residents with job skills training needed to improve their employment prospects;

with arts and cultural opportunities; and with access to basic needs services. PCCC's grant-funded programs involve partnerships with local schools, businesses, and community organizations.

### ***STEM Program***

Initiated in Fall 2008, the College's STEM program is a cohort model that has provided strong, focused support for approximately three hundred cohort students while also supporting the needs of approximately 1,200 non-cohort STEM students. Hallmarks of the STEM program are early advising, enrichment experiences for both high school and college students, cultivating students to develop a joint academic and career path leading to graduation and transfer, supplemental instruction, and early interventions to yield increased math completion and coordination of support services with other college student initiatives. The dedicated STEM dual enrollment program provides a pathway for students interested in STEM fields to gain college credit in high school while enriching their skills. Fifty-one scholarships have been awarded to students.

PCCC STEM has a successful partnership with NASA that significantly impacts students. In the NASA Community College Aerospace Scholars program, students spend 1 week teamed up with other students from across the U.S. as well as NASA engineers and mentors. The teams complete learning modules, test content knowledge, and create a project that is evaluated by NASA experts. The College ranks as one of the top leaders in this program.

Additionally, a NASA grant resulted in the construction of an Avionics lab with a professional grade flight simulator that is integrally linked to the College's Intro to Engineering course. Nine PCCC students have received paid NASA Internships for a life-changing, summer long research internships at various NASA facilities across the U.S. All nine students have gone on to 4-year colleges to complete their STEM degrees.

### ***Northern New Jersey Bridges to the Baccalaureate Alliance***

The College serves as the institutional lead for the Northern New Jersey Bridges to the Baccalaureate Alliance (B2B) grant program. This is a synergistic consortium of primarily federally designated Hispanic serving community colleges and 4-year colleges/universities in New Jersey who comprise the Garden State Louis Stokes Alliance for Minority Participation (LSAMP) according to National Science Foundation criteria. B2B began in 2014 with two community colleges and seven 4-year colleges/universities. The consortium has expanded over time from an institutional model to a regional model. The program supports community college students in STEM majors for successful transfer into a baccalaureate degree program with constant feedback loops that reinforce continued participation. In 2020, at the height of the COVID-19 pandemic, 492 B2B students successfully transferred to 4-year institutions, including to Ivy League colleges, which is the highest number of transfers at any point in the program's history.

In addition to peer mentoring and college-level math readiness, B2B provides additional support in high impact areas: peer-led team learning between 2-year and 4-year students, career and transfer activities; and, most importantly, undergraduate research opportunities at 4-year colleges/universities, private industry and public facilities. The undergraduate research opportunities promote student understanding of research and data analysis, early access to the 4-year higher education environment, building of transferable skills, partnering of students with professional mentors to inspire completion, transfer, and a personal career vision for students, as well as providing avenues of exploration into other STEM disciplines and related careers choices.

## **E. Cultural Affairs**

Located in the historic Hamilton Club Building of the College in downtown Paterson, the Cultural Affairs Department is home to the Poetry Center, the Folklife Center of Northern NJ, the Passaic County Cultural & Heritage Council, the Theater & Poetry Project, and the PCCC Art Galleries. Through its programming, the Office of Cultural Affairs strives to reflect diversity and preserve ethnic traditions and cultures of its communities. Often programming reaches beyond local residents, drawing audiences from surrounding counties and the tristate area. In addition, the department provides important outreach to underrepresented communities, and collaborates with local non-profits, and government and educational organizations to extend the reach and impact of its programming. As a result of its direct programming, and the programming of its grantees, Cultural Affairs estimates serving more than 3,000 community members annually.

### ***Poetry Center***

Founded in 1980 by award-winning poet Maria Mazziotti Gillan, the Poetry Center has hosted thousands of poets over the years at its readings, workshops and conferences. These include poet laureates, Pulitzer Prize winners and others of national and international reputation such as Allen Ginsberg, Amiri Baraka, Lucille Clifton, Billy Collins, Stanley Kunitz, Ruth Stone, and Marge Piercy. Programming includes: The Distinguished Poets Series virtual and in-person workshops and readings (zoom readings are livestreamed with people attending from across the country, Canada and Europe); Mature Adults Poetry Workshops, a popular program for ages 55 and over (held virtually since spring 2020); the Allen Ginsberg Poetry Award, The Paterson Poetry Prize, and the Paterson Prize for Books for Young People; and the publishing of the annual *Paterson Literary Review* and anthologies.

### ***Folklife Center of Northern New Jersey (FCNNJ)***

Officially opened to the public in May 2019, FCNNJ is one of five Centers statewide. FCNNJ was created to document and build awareness and appreciation of folk arts and other cultural traditions. FCNNJ supports local and regional ethnic communities, giving them the opportunity to perform, present, exhibit and educate new audiences in Center-sponsored spaces. The opportunities are sustained over time and offer continuity and a chance to connect with broad audiences, who may not be familiar with their culture's riches. The Center conducts extensive fieldwork and runs programming for general audiences, students and homebound residents.

### ***The Passaic County Cultural & Heritage Council (PCCHC)***

The PCCHC is the officially designated county arts, cultural and heritage agency, granting state funds annually to approximately forty Passaic County organizations. Through its programming, the PCCHC provides outreach to underserved communities with Paterson youth benefitting from activities offered by non-profits, such as the Paterson Youth Photography Project at Oasis, a non-profit that promotes art appreciation through photography workshops and exhibits, and the Inner-City Ensemble, a dance and theatre troupe of high school students with deep roots in the community. The PCCHC also offers technical workshops and expanded publicity opportunities and partners with the county to coordinate a teen arts festival at the PCCC Wanaque campus.

### ***The Theater and Poetry Project (TAPP)***

TAPP presents poetry workshops and theater performances for students of the Paterson Public Schools. The poetry workshops take place either virtually or in the classroom, while the theatrical events are held in the PCCC Theater. In the spring, TAPP hosts an annual award ceremony and poetry reading for winners of a Paterson student poetry contest.

### ***The Art Galleries at PCCC***

The PCCHC presents monthly changing exhibits of contemporary art by regional artists in the PCCC Broadway and Hamilton Club Galleries. The Hamilton Club Art Collection, The Federici Studio Sculpture Collection and the Passaic County Community College Contemporary Art Collection are on permanent display in the historic Hamilton Club Building and are open to the public free of charge. Guided tours are available to schools, community groups and the public. Free Artist Talks and workshops are also offered to the community.

## **II. Mission and Values**

Since its doors opened in 1971, the College has maintained a mission as well as vision and value statements that continue to evolve to keep pace with changes in its student body, host community, and the higher education landscape. Revisiting these foundational statements at appropriate intervals has ensured that its institutional evolution yields an educational return on investment for students once they graduate and/or transfer to a 4-year program.

### **Mission**

PCCC prepares each student for a prosperous future through education and holistic support.

### **Vision**

PCCC is a federally defined Minority Serving Institution (MSI) aspiring to be a premier community college that leads, inspires, and supports individuals in reaching their educational and career goals in a timely manner.

### **Core Ideals**

- Provides programs that are high-quality, flexible, affordable, equity-driven, and culturally responsive.
- Offers services that are committed to student success through program completion, transfer, and career preparation.
- Serves as a resource in the community through sustained partnerships with employers and community-based agencies.
- Fosters a collegiate environment that is innovative, sustainable, and forward-minded.

### **Values**

**P**artnerships & innovation

**A**ccess & support

**S**tudent focused

**S**ocial & economic mobility

**A**ffordable excellence

**I**nclusion & equity

**C**are & courtesy

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

The College began the process of developing new Institutional Priorities by contracting with The Sanaghan Group to lead focus groups to determine institutional priorities for 2022-2027. A small pre-planning group met on September 9, 2021, with Patrick Sanaghan Ed.D., PCCC's

consultant from the Sanaghan Group, to discuss the format for two large focus groups to be organized to discuss the institutional priorities. On October 1, 2021, a select group of College faculty and administrators met to give input into future institutional priorities. Civic leaders and Board of Trustee members met with our consultant on November 23, 2021, in a similar meeting.

The Institutional Priorities were finalized and approved by College governance, the Academic Council, in May 2022 and final approval was given by the College's Board of Trustees in June 2022.

#### **A. Institutional [Strategic] Priorities**

- Increase student completion through data analysis and high impact practices
  - Align pathways and services with student needs emphasizing career development and lifelong learning
  - Engage learners with innovative pedagogy
  - Ensure effectiveness of educational offerings
  - Enhance use of predictive analytics
  - Expand opportunities through Credit for Prior Learning
  - Accelerate use of evidence-based models of developmental education to improve student progress toward degree completion
  - Identify and reduce equity gaps to improve student progress
- Strengthen community engagement and partnership within PCCC community
  - Increase conversion rate for Dual Enrollment
  - Enhance K-12 partnerships
  - Focus on role as anchor institution
  - Increase civic engagement opportunities for students and employees
- Provide innovative academic programs and training that meet the current and future needs of students, employers, and the community
  - Strengthen employer engagement
  - Use market research to identify and develop in-demand, high wage programs
  - Increase emphasis on program review with a focus on student success, completion, and market value
  - Create an environment with students as active agents of their education
  - Increase experiential learning opportunities
  - Link and align credit and continuing education
  - Refine instructional modalities
  - Increase affordable and accessible pathways to a bachelor's degree
  - Ensure faculty are proficient in current and evolving pedagogical technology and best practices
- Enrich the student experience
  - Implement and evaluate case management advisement
  - Increase holistic student support to improve success and completion
  - Onboard students in a frictionless momentum toward matriculation
  - Use technology to reduce manual processes, enhance enrollment and increase retention
  - Review tutoring practices to improve student success
  - Transform library to learning commons
- Ensure the college's sustainability
  - Modernize business policies and practices

- Enhance marketing, recruitment, and retention efforts
- Diversify revenue sources
- Optimize grant opportunities
- Continue on-going development of PCCC Foundation support
- Optimize course schedule

**B. Linking Institutional Priorities to Middle States Standards**

Key: P = Primary Focus  
S = Secondary Focus

<b>INSTITUTIONAL PRIORITIES</b> [Strategic Plan Goals]	Increase student completion through data analysis and high impact practices	Strengthen community engagement and partnerships within PCCC Community	Provide innovative academic programs and training that meets the current and future needs of students, employers, and the community	Enrich the student experience	Ensure the College's sustainability
<b>Standard I:</b> Mission & Goals	P	P	P	P	P
<b>Standard II:</b> Ethics & Integrity	S	P	S	P	S
<b>Standard III:</b> Design/Delivery of Student Learning Experience	P	S	P	P	S
<b>Standard IV:</b> Support of the Student Experience	P	S	P	P	S
<b>Standard V:</b> Educational Effectiveness Assessment	P	S	P	P	S
<b>Standard VI:</b> Planning, Resources & Institutional Improvement	S	P	P	S	P
<b>Standard VII:</b> Governance, Leadership & Administration	S	P	P	S	P

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

- Demonstrate how the institution currently meets the Commission’s Standards for Accreditation and Requirements of Affiliation.
- Focus on continuous improvement in the attainment of the institution’s mission and its institutional priorities.
- Engage the institutional community in an inclusive and transparent self-appraisal process that actively and deliberately seeks to involve members from all areas of the institutional community.
- Utilize the Self-Study process to support the refinement and implementation of the College’s Strategic Plan and help guide continuous improvement efforts across the institution.

#### **V. Self-Study Approach**

The Core Team believes that a Standards-Based Self-Study approach would be most valuable to the College. This approach will assist the Steering Committee and Working Groups to determine the College’s compliance with the MSCHE Standards and the Requirements of Affiliation. All Working Groups are organized by Standards. The Standards Approach will make certain that all institutional priorities are addressed in each Standard.

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

The College began developing the organizational structure for the Self-Study shortly after the MSCHE Self-Study Institute. In September 2021, three co-chairpersons (Core Group Members) were selected to lead the Self-Study Process.

In December 2021, the Steering Committee and eight working groups were formed. Each working group has two designated co-chairpersons, comprised of one faculty and one administrator. The co-chairpersons of each working group form the membership of the Steering Committee. The three members of the Core Group each serve as liaisons to two working groups each. On February 17, 2022, the College organized a Launch Party for all the Core Group, Steering Committee and Working Group members. Members from these committees consist of faculty and administrators from all three College campuses.

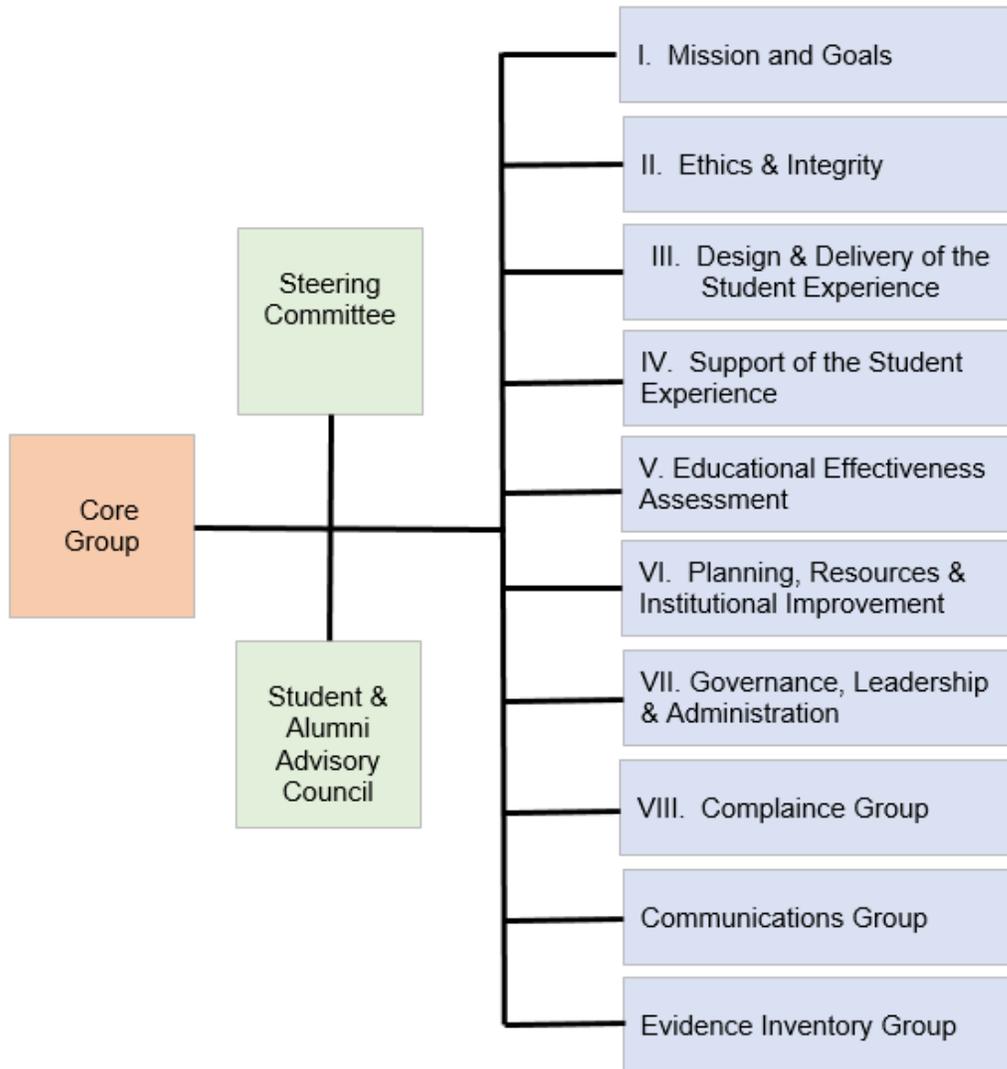
The Core Group presented to the Board of Trustees an overview of the MSCHE Self-Study process on March 15, 2022. A question-and-answer period followed the presentation. Currently, the Steering Committee and Working Groups have been meeting on a regular basis. Members of the Core Group attend their assigned Working Group meetings.

The Student and Alumni Advisory Council has been formed to participate in the Self-Study Process, in addition to the Steering Committee and eight working groups. This group consists of College Alumni and currently enrolled students that will meet with the Steering Committee during scheduled meetings. They will participate in discussions with Steering Committee members to offer the student perspective on the College’s compliance with the Standards and Requirements of Affiliation.

The Communications Group developed the Self-Study Communication Plan to effectively disseminate key information points and maintain the PCCC MSCHE Self-Study website. More information is described in Section XI – Communication Plan.

The Evidence Inventory Group will organize and arrange evidence to support the activities of the Self-Study Working Groups. This group consists of the College’s Head Librarian and Coordinator of Institutional Effectiveness. This group will assist with the management of evidence. Each Working Group will have an evidence liaison responsible for collecting evidence for the standard and communicating this information to the Evidence Inventory Group.

**A. Organizational Structure of the Steering Committee and Working Groups**



## B. Self-Study Core Group Membership

Self-Study Core Group		
Role	Name	Title
Accreditation Liaison Officer	Jacqueline Kineavy, Ed.D.	Senior Vice President for Academic & Student Affairs
Self-Study Co-Chairs	Justin Hull, Ed.D.	Executive Director, Office of Institutional Research
	Dawn Norman, Ph.D.	Associate Dean of Advisement & Retention Pathways
	Christine Redman-Waldeyer, D.Litt., CGS	Professor, English; Academic Assessment Coordinator
Communications	Meredith Behrens	Director, Foundation, Marketing & Communications
	John Fruncillo, Ph.D.	Assistant Professor, Philosophy
	Maria Marte	Assistant Dean of Advisement and Credit for Prior Learning Program
	Alan Mitnick	Associate Professor, English
Evidence Inventory Group	Mibong La	Head Librarian
	Felicia Crockett	Institutional Effectiveness Coordinator

## C. Common Charge to Working Groups

The purpose of the working groups is to study institutional mission, goals and objectives through the lens of MSCHE Requirements of Affiliation and Standards for Accreditation. Working groups' analysis of evidence will be used to draft the chapter for the respective self-study standard, evidence inventory, and requirements of affiliation; and identify areas of improvement and innovation. Working groups shall:

1. Develop a deep understanding of the history, mission, and the strategic plan of Passaic County Community College in the context of the seven MSCHE standards and institutional priorities.
2. Review recommendations of the 2014 Self-Study Report, 2015 Monitoring Report, and the 2022 Midpoint Peer Review Recommendations and ensure that they are addressed as part of this Self-Study.
3. Use materials provided by Middle States (videos, guides, modules) to learn more about Middle States process in general: <https://www.msche.org/accreditation/self-study-guide/>
4. Use sample Self-Study Designs and Self-Study Reports in Blackboard as points of reference.
5. Use the MSCHE report guidelines and contribute to the design of the Self-Study and the final Self-Study report.

6. Serve as ambassadors of the self-study process to engage others in the process and help them become aware of institutional priorities.
7. Become aware of and reflect on the linkages among the standards.
8. Prepare to integrate findings across standards as needed.
9. Review your assigned standards and findings for potential interaction with Standard I, Mission and Goals and the Requirements of Affiliation.
10. Contribute to the development of the Evidence Inventory and contribute to Watermark's storage base that includes:
  - a) Relevant Sources of documentation such as the College catalogue, Assessment Handbook, Faculty Handbook, etc.
  - b) Relevant institutional processes and procedures
  - c) Narratives by appropriate leaders.
11. Engage in focused research into lines of inquiry that appropriately address the institutional priorities and align with assigned Standards (and requirements of affiliation).
12. Suggest evidence-based areas for improvement or innovation for institutional renewal and transformation prior to the MSCHE visit. The intention of the study is to improve the College in real time.
13. Generate written reports that clearly address lines of inquiry by standard and institutional priority, and the methods and data used to answer the research questions.
14. Use documents, processes, procedures, and policies summarized/listed in the Evidence Inventory to demonstrate compliance with assigned standards and respective requirements of affiliation to:
  - a) Provide an analysis of the College's strengths and challenges in meeting the assigned standard, with consideration for institutional priorities, and in the context of the institution's mission and goals.
  - b) Provide future direction that will allow the institution to continue on its path of continuous growth and improvement.

#### **D. Working Group Membership by Standard**

##### **Working Group I – Mission & Goals**

**Co-Chairs:** John Robb, III, Instructor, Criminal Justice and Lisa Jones, Director, Wanaque Academic Center

Janet Delaney, Associate Professor, Mathematics

Frances Dransfield-Horn, Adjunct

Amanda Kibler, Academic Specialist

Edwin Pagan, Associate Professor, Business Administration

Stony Pak, Instructor, Early Childhood/Teacher Education

Nicole Palmer, Student Development Specialist

Shavita Perry, Student Development Specialist

Janice Rama, Assistant Professor, Nurse Education

Ozlem Rozanitis, Associate Director of Grants and Projects  
Lia Travers, Coordinator of Student Advocacy

### **Working Group II – Ethics & Integrity**

**Co-Chairs:** Linda Carter, Assistant Professor, Early Childhood/Teacher Education and Janet Albrecht, Dean, Continuing Education & Workforce Development  
Nina-Louise Alsbrook-Jackson, Associate Professor, English  
Palma Benko, Ed.D., Professor Mathematics  
Teya Eaton, Coordinator, Admissions and Financial Aid Services  
Darleen Florance-McGrath, Director of Student Disability Services & Special Populations  
Michael Grinberg, Assistant Professor, Engineering  
Sarah Khouzam, Assistant Registrar  
Lonna Murphy, Ph.D., Associate Professor, Psychology  
David Petriello, Ph.D., Program Coordinator Pathways to Teacher Education

### **Working Group III – Design & Delivery of the Student Learning Experience**

**Co-Chairs:** Nancy Silvestro, Executive Director of the Center for Teaching & Learning and John Paul Rodrigues, Assistant Professor, Computer Information Systems  
Kelly Bender, Associate Professor, English  
Tanya Da Silva, Program Coordinator Teacher Excellence Project  
Petar Drakulich, Associate Professor, History  
Jennifer Gasparino, Ed.D., Assistant Professor, Human Services  
Louis Hernandez, Director of the Culinary Arts Program  
Khloud Kourani, Assistant Professor, Business Administration  
Enrique Noguera, Director of the Educational Opportunity Fund  
Marc Yeung, Assistant Professor, Mathematics

### **Working Group IV – Support of the Student Experience**

**Co-Chairs:** Heather Griffiths, Associate Professor, Nurse Education and Thomas Moore, Assistant Dean for Career, Professional Readiness and Experiential Learning  
David Burger, Assistant Professor, Mathematics  
Winster Ceballos, Director of Adult Education  
Marissa Cruise, Assistant Professor, Nurse Education  
Stephanie Decker, Director of Enrollment Management Communication & Technology  
Alexandra Della Fera, Associate Professor, English  
Michael Hunt, Coordinator, Developmental English/ESL Student Retention & Completion  
Cheryl Morgan-Duncan, Assistant Professor, Radiography  
Laura Perez, Counselor/International Student Advisor  
Maricela Shrager, Student Development Specialist (Bi-lingual)  
Viva White, Adjunct/Alumna

### **Working Group V – Educational Effectiveness Assessment**

**Co-Chairs:** Henriette Mozsolits, Ph.D., Assistant Professor, Biological & Physical Sciences and Tonisha Taylor, Assistant Dean for Developmental English & English Language Studies  
Mary Dajnak, Assistant Professor, Fine & Performing Arts  
Kristina Fleming, Associate Professor, Mathematics  
Daniela Kitanska, Assistant Professor, Mathematics  
Kala Mayur, Ph.D., Professor, Biological & Physical Sciences  
Georgina Mencher, Student Success Coach/Transfer Counselor/Pathways to Teacher Education  
Elizabeth Pachella, Senior Instructional Designer  
Joshua Sabatini, Instructor, Biological & Physical Sciences  
Amy Sailer, Instructor, Nurse Education  
Ali Saleh, M.D., Assistant Professor, Biological & Physical Sciences  
Donna Stankiewicz, Ph.D., Dean for Nurse Education & Sciences  
Wendy Watson, Assistant Professor, Nurse Education

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

**Co-Chairs:** Erica Foote, Assistant Professor, Biological & Physical Sciences and Elizabeth Harrison, Director, Career & Transfer Services  
Michelle Baldino, Budget Manager  
Marcin Baranowski, Associate Professor, Biological & Physical Sciences  
Ann Deblinger, Assistant Professor, Exercise Science  
Henry Kalinowski, Adjunct  
Yon Kim, Associate Professor, Mathematics  
Michele McQuaid, Associate Director of Grants and Project Management  
Dierdre Nance, Coordinator of Tutoring Services and Pathway/Project Director FIPSE  
Gayatri Nehrusingh-Pajerowski, Ed.D., Assistant Director of the Educational Opportunity Fund  
Bassel Stassis, Ed.D., Senior Dean  
Marina Wassef, Instructor, Economics

### **Working Group VII – Governance, Leadership, and Administration**

**Co-Chairs:** Fred Safarowic, Ph.D., Professor, Biological & Physical Sciences and Patricia Medeiros, Director, Passaic Academic Center  
Michael Cerone, Jr., General Counsel  
Linda Gayton, Director, Financial Aid  
Gladys Harris, Adjunct  
Kathleen Kelly, Associate Professor, English Language Studies  
Yanely Maldonado, Enrichment Specialist  
Rebecca Royal, Ed.D., Associate Vice-President/Dean of Enrollment Services  
Merille Siegel, Professor, Computer Information Science  
Michael Walker, Professor, Criminal Justice  
Phillip Williamson, Adjunct

### **Working Group VIII - The Compliance Alliance**

**Co-Chairs:** Martha Brozyna, Ph.D., Assistant Professor, History and Sharon Goldstein, Ph.D., Associate Vice President/Dean of Student Affairs  
Danielle Nepola-DeFelice, Bursar  
Lucia Gheorghiu, Ph.D., Professor, Business Administration  
Sabrina Johnson-Taylor, Ph.D., Associate Dean for Distance Learning & Learning Resource Center  
Kenneth Karol, Librarian/Senior Learning Management System Administrator & Technical Resource Specialist  
Wayne Martin, Director, Athletics  
Wayne Warrick, Instructor, Biological & Physical Sciences

### **Student and Alumni Advisory Council**

**Current Students:**

Raphael Hernandez  
Nicole McCloud

**Alumni:**

Angel Camacho  
Kyara Castano  
Jay Marie Martinez  
Leonor Melendez  
Dennecia Proctor  
Yosmari Salcedo  
Alveria Spencer

### **Communications Working Group**

**Chair:** Meredith Behrens, Director, Foundation Marketing & Communication  
Alan Mitnick, Associate Professor, English  
Maria Marte, Assistant Dean of Advisement and Credit for Prior Learning Program  
John Fruncillo, Ph.D., Assistant Professor, Philosophy

### **Evidence Inventory Team**

**Co-Chairs:** Mibong La, Head Librarian and Felicity Crockett, Institutional Effectiveness Coordinator

## E. Charges and Lines of Inquiry by Standard

<b>Standard I - Mission and Goals</b>
<b>Standard I Charge.</b>
The College charges Working Group I to review the College's commitment to its Mission. The group will evaluate how the College's community engagement and day-to-day operations reflect the Mission of the institution. The goals will be assessed for linkage to the Mission and clarity of institutional intentions.
<b>Lines of Inquiry.</b>
1. How did the College develop its current mission, vision, and values? To what degree was this process diverse and collaborative? To what degree are we meeting these expectations and how are the results communicated to our internal and external stakeholders?
2. How well does the College use its mission, vision, and values to support institutional improvement?
3. In which ways are the College's mission, vision and values publicized and does this process lead to an awareness on the part of our internal and external stakeholders?
4. To what degree does the College's strategic plan coordinate with and strengthen its mission, vision and values?
5. How well are the College's academic programs and institutional initiatives aligned with the College's mission, vision and values?
6. How well does the College assess its mission, vision and values and are these results used to support resource allocation, policy development and institutional decision-making?
7. To what extent is the mission, vision and values realistic and relatable to the surrounding community served by the College?
8. How was the College's current mission, vision and values reviewed and approved by the governing bodies of the College?
<b>Standard II - Ethics and Integrity</b>
<b>Standard II Charge.</b>
The College charges Working Group II to review the College's demonstration of its commitment to consistently operating with ethics and integrity as it remains faithful to the Mission of the College. The group will evaluate the extent to which the College represents itself truthfully, abides by its policies, and honors its contracts and commitments.
<b>Lines of Inquiry.</b>
1. How thoroughly are the College's commitment to and policies on academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights upheld and communicated to the College community?
2. How well does the College create a climate that fosters respect, diversity, equity, and inclusivity among its varied constituents?
3. How does the College document, promote, and ensure that policies and procedures are fair and impartial, and what is the evidence that grievances are addressed promptly, appropriately and equitably?
4. In what ways does the College avoid conflict of interest or its appearance in its activities and among its constituents?
5. How well does the College ensure fair and impartial hiring, evaluation, career advancement, discipline, and separation of employees, and how well are these practices executed and related information communicated?

6. How consistent and accurate is the College in communicating the information sent to the public as well as the college community?
7. How well does the College inform the public about its affordability and accessibility, and how well does the College educate its students on higher education costs and availability of funding sources to ultimately enable them to make informed financial decisions about their education?
8. How well does the College comply with the mandated reporting policies, regulations, and requirements, including requirements of affiliation, and how thoroughly, quickly, and transparently does the College communicate related information?
9. What are the means in which periodic assessment of ethics and integrity and their implementation are integrated into the College's institutional policies, processes, practices?
<b>Standard III - Design and Delivery</b>
<b>Standard III Charge.</b>
The College charges Working Group III to review the College's dedication to providing academic degree programs including certificate and continuing education leading to completion and/or transfer that are characterized by a learning environment that endorses a high degree of performance from each student. Group III will review institutional structures, policies, and procedures that promote rigor and quality in the classroom regardless of modality. This includes a review of assessment, assessment support and support for professional growth offered both internally and externally for faculty.
<b>Lines of Inquiry.</b>
1. Which certificates, degrees, programs and non-credit credentials are offered at the College and how do they align with the job market and ensure consistency among a diverse population? What are the procedures and policies that full- and part-time faculty use to design effective programs, certificates and other credentials while ensuring synthesized learning and foster a rigorous, coherent learning experience irrespective of modality?
2. How does the academic assessment process at the College ensure faculty provide balanced and rigorous learning experiences for student success? In which ways do the professional development opportunities and performance evaluation of faculty support professional growth?
3. How does the College ensure that the information provided to the students is consistent and up to date across all publications and all modes of communication as they support academic success and progress?
4. How well does the College address equitable access to learning opportunities, resources and supports for holistic student success?
5. How well are the General Education Competencies supported and how do they promote equitable learning opportunities across disciplines?
6. How do third-party enhance student learning opportunities and how are they assessed?
7. How does the College use the results of the program reviews to institute a College-wide action plan to improve student learning and cultivate new opportunities?
<b>Standard IV - Support of the Student Experience</b>
<b>Standard IV Charge.</b>
The College charges Working Group IV to review the College's demonstration of its commitment to student success and retention. Working Group IV will evaluate the College's resources, programming, and additional services intended to promote student persistence and completion. This includes a review of policies and practices related to advisement, student life, athletics, transfer, and other areas connected to student success. The group will

also consider the extent to which these services are administered by faculty and staff that are qualified, engaged, and invested in the retention and graduation of students at PCCC.
<b>Lines of Inquiry.</b>
1. What tools and strategies are available to communicate with students so they understand degree and program requirements as well as information related to expenses, financial aid, scholarships, grants, loans, repayment, and refunds for internal and external stakeholders?
2. What processes are in place to support students who are not adequately prepared to reach their academic goals and how do we support underprepared students in their academic progress?
3. How well does the College assist students with the onboarding and retention process throughout their academic career and what related services are available and at what stages are they offered to students?
4. What criteria does the College use to evaluate the potential of students' success through the acceptance of transfer credits, experiential learning and alternative learning approaches and how does this align with the college's mission and strategic plan?
5. How does the College ensure the confidentiality and integrity of student information and records?
6. What resources and compliance measures does the College have in place for student life that align with the academic standards and rigor of all other programs and how well do these resources align with the missions of student life organizations?
7. What process does the College follow to approve and assess the design, delivery and implementation of student support services delivered by third party providers?
8. How well does the College assess the effectiveness of programs that support the student experience?
<b>Standard V - Educational Effectiveness Assessment</b>
<b>Standard V Charge.</b>
The College charges Working Group V to understand how the mission of the College is reflected in expectations of learning and achievement. The group will demonstrate how assessment processes in place help academic programs achieve their goals, meet their outcomes, and how peer review strengthens assessment strategies.
<b>Lines of Inquiry.</b>
1. How well does the College's institutional and program student learning outcomes interrelate with one another? To what extent does the College ensure all program student learning outcomes are stated clearly and easily accessible?
2. What processes are in place to support students who are not adequately prepared to reach their academic goals and how do we support underprepared students in their academic progress?
3. How well does the College assist students with the onboarding and retention process throughout their academic career and what related services are available and at what stages are they offered to students?
4. What criteria does the College use to evaluate the potential of students' success through the acceptance of transfer credits, experiential learning and alternative learning approaches and how does this align with the college's mission and strategic plan?
5. How does the College ensure the confidentiality and integrity of student information and records?
6. What resources and compliance measures does the College have in place for student life that align with the academic standards and rigor of all other programs and how do these resources align with the missions of student life organizations?

7. What process does the College follow to approve and assess the design, delivery and implementation of student support services delivered by third party providers?
8. How well does the College assess the effectiveness of programs that support the student experience?
<b>Standard VI – Planning, Resources, &amp; Institutional Improvement</b>
<b>Standard VI Charge.</b>
The College charges the working group for Standard VI to determine how well institutional and individual unit planning, resource allocation, and structures are integrated with one another to achieve the institution’s mission and goals. In addition, the group will evaluate the extent to which the College utilizes assessment results to drive planning and budgetary decisions, and whether these decisions are clearly linked to PCCC’s strategic goals and objectives.
<b>Lines of Inquiry.</b>
1. How well are institutional objectives assessed, linked to the mission and goals, and how well are assessment results used for future planning and resource allocation?
2. How does the college assess its programs, and to what extent are those assessment results communicated to constituents for successes, planning and improvements?
3. How well are the financial budgeting and planning processes aligned with the College's mission/goals and each unit's strategic plans and objectives?
4. How well do the fiscal, human, and infrastructure resources support the College's operations and program delivery?
5. How clearly does the college communicate assignment of responsibility and ensure accountability?
6. How well does the technology and facility infrastructure, maintenance/capital improvement planning processes document, function, and link with the College's strategic and financial planning and resource allocation processes?
7. To what extent are any concerns in the annual independent audit, and are corrective actions taken adequate with verified results?
8. How well are strategies used to measure and assess the effective use of the College's resources to support the College's mission/goals?
9. How well does the College's assessment schedule evaluate the success of planning, resource allocation and availability, and renewal/improvement processes?
<b>Standard VII – Governance, Leadership, &amp; Administration</b>
<b>Standard VII Charge.</b>
The College charges the working group for Standard VII to demonstrate that all leadership and governance bodies at the College, including the Board of Trustees, administration, faculty, staff and students, operate within a clearly articulated and transparent governance structure and abide by all applicable standards, rules, policies, and procedures in a manner that allows the College to achieve its mission and goals.
<b>Lines of Inquiry.</b>
1. How well is the organization of the College’s governance structure communicated to internal and external stakeholders?
2. How does the governing body collectively support the College's mission and goals, while maintaining a fiduciary responsibility for the College and is accountable for the academic quality, planning, and fiscal well-being of the College?
3. How is it demonstrated that the governing body and its individual members are not influenced by political, financial, and other factors when exercising their governing responsibilities?

4. How well does the College’s governing body exercise appropriate authority and decision making as it relates to institutional policies and procedures?
5. How frequently does the governing body evaluate the College President? How is their support to the College President demonstrated?
6. How is the governing body informed in all its operations by principles of good practice in board governance?
7. How is it demonstrated that the governing body has established and complied with a written conflict of interest policy?
8. How well does the College President exercise his authority and autonomy to fulfill the responsibilities of the position and maintain qualified administrators to enable his duties effectively?
9. How well is the College structured to support the President in fulfilling his roles and responsibilities?
10. How frequently does the governing body engage with faculty and students in advancing the institution’s goals and objective?
11. How well does the College use assessment data from administrative units to enhance operations of the College?
12. How are the results of periodic assessment used to impact the effectiveness of governance, leadership, and administration?
<b>Standard VIII - Compliance</b>
<b>Standard VIII Charge.</b>
The College charges Working Group VIII to read the MSCHE Verification of Compliance with Accreditation-Relevant Federal Regulations and collect documentation and evidence for the eight areas of institutional compliance. In addition, the group will examine and collect documentation of compliance with the MSCHE Requirements of Affiliation (specifically, #1-6 and #14), submit PCCC’s Report on Compliance with Accreditation-Relevant Federal Regulations the semester before the site visit, and collaborate with other working groups (e.g. Standard II) in sharing evidence and documentation.
<b>Lines of Inquiry.</b>
1. How thoroughly are PCCC’s policies and procedures articulated in writing, easily accessible and communicated to the College Community?
2. How well do the College’s policies and procedures align with the College’s mission, vision and strategic priorities?
3. How effectively are the policies and procedures in the eight compliance areas approved, communicated and implemented throughout the institution?
4. How current and up to date are PCCC’s policies, and how well do they reflect current institutional process and polices?

**VII. Guidelines for Reporting**

**A. Editorial Style**

To ensure consistency across the working groups, a central editorial style was established. Each working group will be responsible for drafting the chapter of their respective Self-Study standard in adherence with APA 7 guideline for heading, tables, citations, punctuation, and capitalization. To promote consistency, the following guidelines were provided to all working groups.

**Style Sheet**

Category	Setting
Software	Microsoft Office Word
Margins	All margins - 1 inch
Font & Size	Arial 11
Spell Check	American English
Justification	Left Justified
Line Spacing	Single
Paragraph	No indentation
Page Numbers	Centered at the bottom

## B. Watermark

Watermark is a higher education assessment and accreditation software that provides services to institutions to gather and promote learning outcomes. Watermark is used for administrative and academic assessment that provides insight on how to foster and improve student success and learning, program quality, and institutional effectiveness. In Watermark, individuals are assigned to a MSCHE standard and within their working groups will be able to write their narrative. A shared place in Watermark was created to store all the data from the working group and to have access to pertinent information. The working groups can communicate, share drafts, have access to resources, and collaborate with one another. To ensure a cohesive final draft of the Self-Study, the Self-Study Co-chairs will make the edits and revisions.

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

The Report is organized according to each of the seven MSCHE Standards: I. Mission and Goals; II. Ethics and Integrity; III. Design and Delivery of the Student Experience; IV. Support of the Student Experience; V. Educational Effectiveness Assessment; VI. Planning, Resources and Institutional Alignment and VII. Governance, Leadership and Administration.

The final report will take into consideration the recommendations made in the Monitoring Report and the Mid-Point Peer Review Report (MPPRR). Working Groups have been charged to pay particular attention to recommendations in the Monitoring and MPPRR. The recommendations will be determined by the Working Group assigned to the respective standard and the Steering Committee will review recommendations and vote to make them final.

Organization of Final Self-Study Report	
Chapter 1	Executive Summary, Compliance and Requirements of Affiliation
Chapter 2	Institutional Overview
Chapter 3	Documentation of the Self-Study Process
Chapter 4	Standard 1- Mission and Goals
	Overview
	Evidence
	Analysis and Recommendation
	Conclusion
Chapter 5	Standard II – Ethics and Integrity
	Overview
	Evidence
	Analysis and Recommendation
	Conclusion

Chapter 6	Standard III – Design and Delivery of the Student Learning Experience
	Overview
	Evidence
	Analysis and Recommendation
	Conclusion
Chapter 7	Standard IV – Support of the Student Experience
	Overview
	Evidence
	Analysis and Recommendation
	Conclusion
Chapter 8	Standard V- Educational Effectiveness Assessment
	Overview
	Evidence
	Analysis and Recommendation
	Conclusion
Chapter 9	Standard VI – Planning, Resources, and Institutional Improvement
	Overview
	Evidence
	Analysis and Recommendation
	Conclusion
Chapter 10	Standard VII – Governance, Leadership, and Administration
	Overview
	Evidence
	Analysis and Recommendation
	Conclusion
Chapter 11	Conclusion
	Glossary of Terms
	Appendixes

**IX. Verification of Compliance Strategy**

Working Groups have been assigned components of the Verification of Compliance that align with their respective Standard(s), per the table below. Requirements of Affiliation will be addressed during the compliance review process and in each Working Group Report, especially in Standard II, who will review, discuss, and develop recommendations if needed. 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.

<b>Requirement of Affiliation</b>	<b>Demonstrate Compliance in</b>
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, and requirements	Compliance Review Process
6. Complies with Commission	Compliance Review Process

7. Has mission and goals	Standard I, VII
8. Systematically evaluates all programs	Standards I, III, IV, V, VI
9. Student learning process	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. The governing body provides information	Compliance Review Process
15. Core of Faculty	Standards III, VI

### X. Self-Study Timeline

The following chart demonstrates the timeline for completing the Self-Study Process at PCCC. Each Working Group has a Core Group Member assigned to it for guidance and support. Working Groups hold bi-monthly meetings. Core Group members attend their respective Working Group meetings. The Core Group holds check-in meetings as needed and holds update meetings each other every week.

<b>2021</b>	
September	Self-Study co-chairpersons confirmed
October-November	Attended Self-Study Institute
November-December	Confirmed Steering members
December	Standard Working Group members selected
	Expanded the College's website to include Self-Study information
	V.P. Liaison Dr. Melissa Hardin scheduled Self-Study preparation conference
<b>2022</b>	
January 11-14	Self-Study Core Team provided information about Self-Study process to College community
February	Remaining members of Working Groups are confirmed
February 3	Conference call with Dr. Hardin
February 10	Initial meeting with Steering Committee
February 17	MSCHE Self-Study Kick-off
March	Working Groups given charge by Co-Chair Liaisons
	Working Groups drafted lines of inquiry for respective standards
April	Finalized draft Self-Study Design
April 15	Self-Study Design sent to Dr. Hardin
April 29	Host conference call with Dr. Hardin
May-June	Revisions to be made based on feedback from Dr. Hardin
	Updated Self-Study Design to be approved
Fall	Steering Committee to oversee Working Groups
	Working Groups to submit outlines and evidence needed for standards

	Working Groups to involve College community to gather feedback
	Working Groups continue to gather evidence and determine strategies to address gaps
December 15	First drafts of chapters to be submit to the Steering Committee
<b>2023</b>	
February 15	Steering Committee to provide feedback on chapter drafts and gap analysis
March - April	Team Chair and the College to select dates for the Team Chair's preliminary visit to the College and for Team Site Visit
	College to send a copy of the Self-Study Design to the Team Chair
	MSCHE to select Team and the College to review the selection
April 15	Steering Committee to receive second draft from Working Groups and develop a Self-Study draft
October 15-31	Campus community to review draft Self-Study draft
Fall	College to send draft of Self-Study Report to Team
	Team Chair to make preliminary visit at least four months prior to Team visit
	College to prepare final version of the Self-Study Report with edits based on Team Chair's feedback and final feedback from College community
December 16	Compliance Team to finalize the Compliance Report
<b>2024</b>	
Spring	College to submit the final Verification of Compliance to MSCHE portal at least six weeks prior to the Team visit and make available to Team Chair and Team by President
	Team to visit the College
	Team to submit Team Report to College President
	College President to respond to Team Report
June	Commission to meet and determine accreditation status

## XI. Communication Plan

The Communication Plan serves as a roadmap to inform the College Community about the College's Self-Study. Additionally, it provides the opportunity to gather input from all College stakeholders. The plan reflects an on-going, collaborative approach. It utilizes various methods and multiple target audiences to ensure that the PCCC Self-Study is conducted in a manner that is transparent and inclusive. Communication begins in Spring 2022, with the launch of the Self-Study Design. It continues until Spring 2024 and culminates with a final report and meeting after the site visit.

The College has created [www.pccc.edu/middlestates](http://www.pccc.edu/middlestates) to effectively provide updates and information to the College community and external audiences. This webpage is accessible from the About PCCC section of the College's website. 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. Individuals who wish to participate in the Self-Study process will be able to access survey links on this webpage.

<b>Objective</b>	<b>Audience</b>	<b>Method</b>	<b>Timing</b>
Announce the Start of the Self Study Design and Process to the College Community	Vice Presidents	Cabinet	Spring 2022
	College Community (including students) & External Audiences	Website, Emails, Portal	Spring 2022
	Faculty & Staff	Steering Committee Meeting	February 2022
	Faculty & Staff	Launch Party (Kick-Off Meeting)	February 2022
	Board of Trustees	BOT Meeting - Presentation	March 2022
	Faculty	Faculty Development Day	June 2022
Inform College Community about feedback and response from Self-Study Design	Administration	Extended Cabinet	May 2022
	Faculty & Staff	Academic Council	May 2022
	SGA Senate	SGA Senate Meeting, weekly	May 2022
	SGA Executive Board	SGA Executive Board Meeting, weekly	May 2022
	Students	Portal	Spring 2022
	Faculty	Monthly Department Meeting	Spring 2022
	College Community (including students) & External Audiences	Emails	Summer 2022
Gather Input from College Community & Provide Update on Self-Study Progress	College Community (including students) & External Audiences	Emails, Website, Social Media, Portal	Fall 2022 & Spring 2023, ongoing
	All Students	SGA town hall meeting (one per semester)	Fall 2022 & Spring 2023
	First Semester Students	New Student group on the portal	Fall 2022 & Spring 2023
	All Students	Surveys	Fall 2022
	All Employees	Perceptionaire Survey	Fall 2022
	College Community	Convocation	August 2022
	SGA Executive Board & Senate	SGA Senate & E-Board Meetings	September 2022 & February 2023

	Adjunct Faculty	Adjunct Orientation Meeting	September 2022
	Faculty & Staff	Academic Council	October 2022 & March 2023
	Faculty	Chairs & Coordinator Meetings	November 2022 & February 2023
	Club Leaders & Advisors	CAF & Advisor Meetings	November 2022 & February 2023
	Board of Trustees	BOT Meeting - Presentation	November 2022 & March 2023
Inform College Community on Upcoming Visit	College Community (including students) & External Audiences	Emails, Website, Social Media	Fall 2023 & Spring 2024, ongoing
	All Students	SGA Town hall meeting (one per semester)	Fall 2023
	Faculty & Staff	Convocation	August 2023
	Adjunct Faculty	Adjunct Orientation Meeting	September 2023
	SGA Executive Board & Senate	SGA Senate & E-Board Meetings	September 2023
	Faculty & Staff	Academic Council	October 2023
	Faculty	Chairs & Coordinator Meetings	November 2023
	Club Leaders & Advisors	CAF & Advisor Meetings	November 2023
	Board of Trustees	BOT Meeting - Presentation	December 2023
Announce the Results of MSCHE Team Visit	College Community (including students) & External Audiences	Emails, Website, Social Media, Portal	Spring 2024
	Board of Trustees	BOT Meeting - Presentation	Spring 2024
	Steering Committee and Working Groups Close Out	Final Meeting	Spring 2024

**XII. Evaluation Team Profile**

The College requests that members of the Evaluation Team have experience at a two-year, comprehensive institution. It is asked that the Evaluation Team chair be the president of an urban community college with a diverse student population.

The members should have experience at institutions with the following characteristics:

- Is a minority-serving institution

- Has a high percentage of diverse, economically disadvantaged, and first-generation students
- Prioritizes diversity, equity, and inclusion
- Is a member of Achieving the Dream
- Has collective bargaining agreements/is unionized for faculty and staff

Evaluation Team members would have representatives of the following roles/division:

- President (experience as a President of an urban community college serving a diverse student population)
- Academic Affairs/Chief Academic Officer
- Student Affairs (at an institution with commuter students)
- Finance/Chief Finance Officer (with diverse responsibility: Public Safety, Facilities, Human Resources)
- Workforce Development/Continuing Education
- Planning/Assessment
- Distance Education Dean
- Faculty members

The following are examples of peer institutions at which potential team members could work:

- Prince George Community College, (MD)
- Montgomery College (MD)
- Community College of Allegheny College (PA)
- Community College of Baltimore County (MD)
- CUNY Borough of Manhattan Community College (NY)
- CUNY LaGuardia Community College (NY)

Community colleges with which there might be a conflict of interest may include the following:

- New Jersey Community Colleges

### **XIII. Documentation Roadmap**

The Documentation Roadmap provides a list of the sources that are used for evidence collection for the Standards and Requirements of Affiliation. It is appended to this document and has the document name “PCCC Documentation Roadmap.”