

50<sup>TH</sup> ANNIVERSARY

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# Middle States Commission on Higher Education

## 2017-2018 Self-Study Decennial Evaluation

Camden County College

200 College Drive, Blackwood, New Jersey 08012



# **MIDDLE STATES SELF-STUDY**

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**Middle States Commission on Higher Education**

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**Certification Statement:**

**Compliance with MSCHE Requirements of Affiliation**

**[For use by institutions addressing the Accreditation Standards in *Characteristics of Excellence: Requirements of Affiliation and Standards for Accreditation (12<sup>th</sup> ed., 2006)* Effective August 1, 2015]**

Camden County College

(Name of Institution)

is seeking (*Check one*):       Initial Accreditation  
    Reaffirmation of Accreditation through Self Study  
    Reaffirmation of Accreditation through Periodic Review

An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm that it meets or continues to meet established MSCHE Requirements of Affiliation.

*This signed certification statement must be attached to the executive summary of the institution’s self-study or periodic review report.*

The undersigned hereby certify that the institution meets Requirements of Affiliation of the Middle States Commission on Higher Education as published in *Characteristics of Excellence: Requirements of Affiliation and Standards for Accreditation (12<sup>th</sup> ed., 2006)*.

If it is not possible to certify compliance with all requirements specified herein, the institution must attach specific details in a separate memorandum.

Exceptions are noted in the attached memorandum (*Check if applicable*)

Donald A. Bosden  
(Chief Executive Officer)

October 23, 2017  
(Date)

John T. Hanson  
(Chair, Board of Trustees or Directors)

October 23, 2017  
(Date)

## **Executive Summary**

Camden County College through its Mission is committed to the success of a diverse student body through collaborative engagement that provides high quality, accessible and affordable education. The College is responsive to the needs of the community through continuous enhancement of its programs and services. During the 2017-2018 academic year, the College celebrated 50 years of continued success.

Since the 2007 decennium the College has experienced many changes and transitions. The current accreditation process has provided an opportunity for the College to reflect on those changes and accomplishments to identify future strategies and recommendations. Camden County College has evaluated and revised its mission and goals twice during the decennial period. The Strategic Planning process in 2016 resulted in the identification of four strategic goals that serve as the framework for the College's programs, initiatives, and resource allocation. The appointment of a new President in July 2016 and the transition of faculty members, leadership roles, and board members since 2012 have provided challenges and opportunities. Despite leadership transition, the College has not been deterred from its mission for student success and has maintained smooth, uninterrupted services for our students, faculty, and staff with a continued commitment to the community.

The College has focused on promoting a more student-centered environment with the creation of a one-stop Student Services Center, a new science and health education building, and classroom/physical upgrades. Advances continue to create a culture of assessment in all areas of the institution. This effort was supported by the creation of the Office for Institutional Effectiveness and a renewed commitment to the role of Assistant to the Vice President of Academic Affairs for Curriculum and Assessment. Further, the development and refinement of College Master Plans will solidify assessment processes across the institution.

The College has been transformed in many ways since 2007 and is positioned to meet the complexities of the current climate, which includes enrollment and fiscal challenges. Our accomplishments have been supported and facilitated by a dedicated Board of Trustees.

Standard I describes Camden County College's Mission and illustrates how it serves as the framework for carrying out its goals, programs, and services. The most recent Mission guides College Goals and Indicators for Institutional Effectiveness. The success of the College at meeting Mission and Goals is evaluated through the lens of Institutional Effectiveness. The College consistently considers its Mission statement in strategy development, academic program development, and resource allocation.

Standard II demonstrates the College's commitment and adherence to ethics and integrity. An inclusive and welcoming environment is created for all members of our community through a diverse workforce that promotes cultural acceptance and support. The College Mission emphasizes the success of a diverse student body. Congruent with the College's goal of access and affordability, the tuition has remained the same for the past four years and is the third lowest per-credit tuition out of the 19 community colleges in New Jersey. The College complies with all applicable federal, state, and accrediting agencies reporting policies, regulations, and requirements.

Standard III describes the College's academic offerings which include a wide variety of credit and non-credit programs. All course descriptions and curricula are published in the Academic Program Guide, the College Catalogue, and the College website. These documents provide a framework of program offerings with a detailed list of required courses. Curriculum development is a well-defined process and is the responsibility of the faculty. Faculty ensure rigor in the curriculum from course development through program assessment. Faculty and other teaching professionals are sufficient in number and are qualified for their positions and responsibilities.

Standard IV demonstrates the College's commitment to student success for which support services are essential. All units of the College including facilities, financial aid, student services, academic affairs, and budget/finance divisions work collaboratively in supporting decisions and initiatives aimed at improving student retention and completion. Academically, the College has reduced the time it takes for students to complete remediation and provides additional support through computer labs and tutoring options at Blackwood, Camden, and Cherry Hill. Further enriching students' college experience, the Office of Student Life and Activities (OSLA) provides access to programs, activities, and clubs.

Standard V provides an overview of academic assessment and evaluation activities that provide an accurate picture of teaching and learning that is shared with all stakeholders. This includes annual program assessment as well as Academic Program Reviews performed every five years. The assessment process has been sustained throughout the decennial period through the use of standardized templates and forms for collection and reporting. Assessment data have been used to assist students in their learning, and improvements to curricula have been made based on assessment results. A centralized system facilitates rigorous assessment processes and results.

Standard VI describes the planning process used in meeting the College's Mission and Goals. With the appointment of new Presidential leadership at Camden County College, the Executive team began the process of evaluating and reorganizing to maximize institutional effectiveness. In addition, a commitment to student success has been demonstrated through self-evaluation and continuous improvement through annual reporting and assessment of processes and outcomes. The budget preparation process is focused on resource allocation to equip, support, and enhance the programs and services that form the core of the College's Mission. The College conducts ongoing financial planning and budgeting reviews to ensure that it is aligned with the institution's Mission and Goals.

Standard VII presents how Camden County College governance reflects the Mission and Goals of the institution, engaging all parts of the College community including students, faculty, staff, administrators, and the Board of Trustees. The Board of Trustees functions effectively through its work on institutional policy, financial responsibility, and academic quality. Board members are kept informed of issues at the College as well as any matters related to higher education through meetings and retreats. The President has the full support of the Board and has an engaged Executive Team that contributes to his effectiveness at meeting the College Mission and Goals. The new President has increased communication at all levels of the College, including students.

## Introduction

Camden County College is a vital resource for transfer education, workforce training, and cultural events and has been licensed by the State of New Jersey since 1965. The College's mission was launched when what had been the Mother of the Savior Seminary was purchased early in 1967. That fall, the first class of Camden County College students began taking courses on the Blackwood Campus. Throughout the 1970s, 1980s and 1990s, new buildings were constructed to keep pace with growing enrollments and expanding academic offerings.

Today, the College's two campuses in Blackwood and Camden, along with an additional location in Cherry Hill and other instructional sites, share the common mission of providing accessible, affordable higher education and occupational study. The College's presence in the City of Camden began in 1969, and was awarded full campus status in 1991. Today, the Camden City Campus helps support the economic development of the City of Camden and Camden County through associate degree studies and workforce training. Camden County College's Cherry Hill location opened in 2000 as the result of a unique public/private partnership between the College, Cherry Hill Township, and the William G. Rohrer Charitable Foundation.

In 2005, the Camden County Freeholders announced an \$83 million capital initiative to transform the Blackwood Campus that would affect more than half of its facilities and structural amenities. The first phase of this plan included refurbishment of the busiest classroom building, Madison Hall, and construction of the Connector Building, which connects Madison with the Otto R. Mauke Community Center. Subsequent phases focused on the creation of roads, grounds and athletic fields including additional demolition, renovation, and construction, along with a 107,000-square-foot science building that opened to students in 2013. In June 2015, the newly renovated Taft Hall opened as a One-Stop Student Services Center to address additional needs in student services identified by our students, faculty, and staff. With the opening of the newly renovated student services building, the last phase of our original Blackwood transformation plan was officially completed.

In 2011, CCC assumed administration of the Camden County Regional Emergency Training Center (RETC), at Lakeland. The RETC houses the Camden County Fire Academy and the Camden County Police Academy. That same year all adult training offered at the Technical Institute of Camden County in Sicklerville came under the College's oversight.

The College maintains one of the lowest tuitions in the state through fiscal stewardship and entrepreneurial partnerships. Guided by strong strategic planning, the administration, faculty, and staff strive to deliver quality programs and services to support student success.

The College was accredited and has been a member of Middle States since 1972. Camden County College's self-study process focused on the revised Standards for Accreditation and Requirements of Affiliation (2014). In February 2016, the President appointed the Self-Study Co-Chairs as well as the Steering Committee to oversee the Self-Study process and to serve as a resource to the Co-Chairs. The Steering Committee participated in an orientation that same month. The College implemented a comprehensive self-study model consisting of eight Working Groups: one aligned for each of the seven Standards and one for the MSCHE and Federal requirements.

Each Working Group focused on its Standard and reviewed the associated criteria. They sought evidence that clearly demonstrated how the College met the criteria, analyzed that evidence, and provided a summary of findings and recommendations. The groups were charged to work collaboratively to investigate key issues associated with their assigned standard and subsequently provided a document that identified strengths and challenges in relation to each of the standards. The data collection conducted by each working group provided insight and guided discussion of the College's performance with respect to the assigned standard, mission, institutional priorities, and supporting documentation for all assertions. Approximately 100 people served on these [committees](#). Camden County College's Middle States Self-Study Team composed an informed, useful document that will serve as a valuable tool for continuous institutional improvement and document compliance with the Middle States Standards of Accreditation.

The College community was informed and involved through presentations and reports provided at Division, Chairs and Coordinators, and Faculty Assembly meetings as well as Opening Day in the Fall and Spring. Newsletters were also prepared and distributed with updates. Susan Croll, Vice Chair of the Board of Trustees (BOT), serves as the BOT member of the Steering Committee. Ms. Croll attended each steering committee meeting and participated in providing feedback and perspective as the self-study process progressed. During each Board of Trustees' retreat, a Middle States update outlined the Institution's progress in Strategic Planning and highlighted the institution's progress in attainment of indicators of effectiveness. A draft of the self-study report was provided to the Executive Team, Board of Trustees, and the College community for review and feedback.

Since the decennium, the College has experienced great change. President Raymond Yannuzzi notified the Board of Trustees that he would not seek renewal of his Presidential contract in Fall 2015. After a national search, the Board of Trustees selected Donald Borden as the fifth President of Camden County College, effective July 1, 2016. Since 2013, Board membership has also experienced many changes, including the appointment of a new Board Chair, John Hanson. Changes in membership have brought fresh perspectives to the Board along with excitement for the future. The current Board of Trustees reviewed the Mission, Vision, and Goals with an eye on the future and recently approved a new, more succinct mission, vision and goals focused on institutional improvement. The College remains highly motivated to improve our efficiencies while focusing on student success and completion.

The work on the Self-Study has been an incredibly informative process, and what was learned will guide the College. With new leadership established along with a re-energized organization, the College's commitment to its vision of being a gateway to opportunities for students is reflected in the College's new tagline – "Dream. Learn. Prosper."



## MIDDLE STATES STANDARD I: MISSION AND GOALS

**The institution’s mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution’s stated goals are clearly linked to its mission and specify how the institution fulfills its mission.**

**An accredited institution possesses and demonstrates the following attributes or activities:**

**1. Clearly defined mission and goals that:**

**Criteria 1a, b, c, and d address Requirement of Affiliation Nos. 7 and 10.**

- a. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement;**

Camden County College has evaluated and revised its mission and goals twice during the decennial period, following the process defined in Board Policy 103 ([BOT-1](#)). The development of the Mission and Goals, as expressed through the strategic plan, is done in collaboration with all College stakeholders both internal and external. Critical information is solicited from the constituencies through “town hall meetings”, faculty/staff surveys, and public surveys and is vetted throughout the community. “At the discretion of the President, it is the responsibility of the Vice President of Academic Affairs to ensure Strategic Plan, the Mission Statement, Institutional Goals and related components are reviewed as described above.” ([BOT-1](#))

In 2008, Camden County College successfully submitted a monitoring report and was granted full accreditation status ([ACA-1](#)). This process produced evidence that informed the development of the 2010 Mission, Goals, and Strategic Plan. Input was also sought from a larger pool of internal and external constituents. Town meetings and surveys were used to gather this input. Results from the town meetings ([BOT-2](#)), the survey ([BOT-3](#)), faculty, and staff responses were compiled and analyzed. Ten key issues emerged and informed the 2010 Strategic Plan:

Technology	College Readiness
Teaching and Academic Programs	Accountability to the Public
Support Services	Community Engagement
Workforce Development	Entrepreneurial Activities
Facilities	Institutional Assessment

The final draft of the Mission, Goals and Strategic Plan 2010 to 2015 was approved at the June 4, 2010 Board of Trustees retreat ([BOT-4](#)), and was subsequently distributed to the College community and made available to other stakeholders.

### **Mission (2010-2016)**

Camden County College, a comprehensive public community college in New Jersey, provides accessible and affordable education including associate degree programs, occupational certificate

programs, non-credit courses, and customized job training. The College welcomes all who can benefit and provides the support services students need to transfer for further studies, prepare for a career, and continue their education. The College responds to the changing needs of its community and students and continuously improves its programs and services to support the economic development of Camden County and the personal development of its citizens.

## **Strategic Goals**

To accomplish its mission, Camden County College developed Strategic Goals and continually assessed its progress toward the fulfillment of these goals ([BOT-b](#)).

As the 2010-2015 Strategic Plan entered its final year of implementation, the President, Dr. Raymond Yannuzzi, notified the Board of Trustees that he would not seek renewal of his Presidential contract. Consequently, the Board of Trustees approved an extension ([BOT-5](#)) of the Strategic Plan 2010-2015 through 2016 to allow the incoming President time to work with the Board to fully evaluate the outcomes of the last Strategic Plan before moving forward. As with the 2010 plan, surveys ([BOT-6](#)) and town hall meetings ([BOT-7](#)) were used to inform the development of the 2017 strategic plan and, in addition, an environmental scan ([BOT-8](#)) and an area scan ([BOT-9](#)) were conducted. Finally, the assessment data gathered during the 2010 plan, and reported in the 2010-2015 Executive Summary of the Strategic Plan ([BOT-10a](#)) were analyzed. These data are from all areas responsible for institutional development and improvement, and are documented in the master plan of each of the following units: Academic Assessment Plan ([ACA-2](#)), Institutional Effectiveness and Planning ([IEP-1](#)), Enrollment and Student Services ([ESS-1](#)), Facilities ([FAC-1](#)), Information Technology ([OIT-1](#)), and Finance ([FIN-1](#)). The Master Plan links the unit plans to the goals of the College's Strategic Plan.

The following summary highlights the assessment of the 2010-2016 Strategic Plan that defined the College's priorities for the 2017 Strategic Plan:

- Improve student retention, student completion and student success
- Enhance recruitment and enrollment management
- Improve accessibility through enhanced college readiness activities with area high schools
- Address physical and information technology infrastructure needs
- Expand Workforce Training initiatives with business and industry
- Improve college readiness through partnerships with additional high schools
- Build revenue through enhancements in public and private fundraising
- Expand commitment to institutional effectiveness

The 2017-2020 Mission, Goals and Strategic Plan were approved by the Board of Trustees on January 2017 ([BOT-11](#)).

## **Mission (2017-2020)**

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

## Strategic Goals

1. Provide accessible and affordable, high-quality educational opportunities
2. Foster student success through high-quality learning experiences and support services
3. Respond to the needs of labor force, collaborative partners, and community members
4. Develop and manage institutional resources focused on supporting student success and organizational effectiveness

The new Strategic Goals inform the master plans of each of the following: Academic Assessment Plan ([ACA-2](#)), Institutional Effectiveness and Planning ([IEP-1](#)), Enrollment and Student Services ([ESS-1](#)), Facilities ([FAC-1](#)), Information Technology ([OIT-1](#)), and Finance ([FIN-1](#)).

### **b. address external as well as internal contexts and constituencies;**

The previous Middle States Periodic Review Report submitted by the College recommended that the College expand participation in the process of revising the mission and goals as well as the strategic plan. ([ACA-3](#)). In response, the planning process was designed to be more inclusive than those in previous years. The process now solicited ideas and comments from external stakeholders. This expanded group of stakeholders included potential students and parents, alumni, donors, local business and industry, transfer institutions, the Camden County Board of Chosen Freeholders, as well as county, state, and federal entities. Internal stakeholders including faculty, staff, and members of the Board also were given opportunities to participate. Examples of how this input was obtained for preparation of the 2010-2015 revision include: 1) Town meeting conducted by an outside facilitator that included 28 corporate representatives, community leaders and educators; 2) Town meetings for administrative staff; 3) Survey e-mail which elicited more than 1700 responses from corporate representatives, community leaders, alumni, current students as well as full-time and adjunct faculty

Based upon the expanded stakeholder input, the 2017 Strategic Plan brought forward a set of common themes for assessment and improvement, including:

Enrollment	Default rates
Community outreach	Retention rates
Developmental education	Completion/graduation rates
Tuition/fees	Transfer rates
Financial aid	Employment rates

Reflecting on the results, the themes were used to develop four Strategic Goals in the 2017 plan:

- Provide accessible and affordable educational opportunities
- Foster student success through high-quality learning experiences and support services
- Respond to the needs of the regional workforce, collaborative partners and community members
- Develop and manage institutional resources focused on supporting student success and organizational effectiveness

**c. are approved and supported by the governing body;**

After all constituents had the opportunity to participate in the planning process and their feedback had been analyzed by the executive team, the final version of the Mission and Goals as well as the Strategic Plan were submitted to the Board of Trustees for their approval. ([BOT-1](#)) The 2010-2015 Strategic Plan was approved June 2010 ([BOT-4](#)) and the 2017-2020 Strategic Plan was approved in January 2017 ([BOT-11](#)).

**d. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes;**

The Mission and Goals of the College are embodied in the Strategic Plan and are actualized in all Master Plans ([CMP-1](#)). Within each master plan, objectives were developed to forward the goals of the institution. The progress on these initiatives is reported once a year; the data are compiled and the report out is posted for all stakeholders. The Board of Trustees is updated on the strategic plan report-out at the annual board retreat in June ([BOT-A1](#)).

Annually, each College unit reports out on their strategic plan progress and results. After the 2013 PRR, the master plans began to integrate strategic goals with their initiatives. This process of ensuring connectivity with the strategic plan has slowly continued to improve. The most recent improvements include the inclusion of indicators of effectiveness and metrics to the strategic plan and the establishment of realistic benchmarks. ([IEP-A2](#); [IEP-A3](#)).

**e. include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution;**

Our Vision, Values, Mission, and Goals ([BOT-11](#)) statements emphasize academic excellence and the importance of high-quality learning experiences in order for students to achieve their full potential and to meet their academic and career goals. To that end, the College supports the scholarly inquiry and development of its students, faculty, administrators, and staff. By providing students with well-educated faculty, adequate resources, and a variety of student organizations, the College has been able to promote student success.

There are numerous examples demonstrating College support of scholarly and creative activity. A list documenting some of the many faculty accomplishments is published on the College website ([ACA-4](#)). Following are examples:

- Princeton Mid-Career Fellowship program ([ACA-5a](#)).
- Attainment of post-graduate degrees ([ACA-4](#))
- Publications
- Collaborative art shows and projects
- Video game productions

**f. are publicized and widely known by the institutions stakeholders;**

The Mission, Vision, Values, and Goals are widely disseminated and published in various formats including the [College website](#), catalog ([ACA-6](#)), Academic Program Guide ([ACA-7](#)) as well as posted in College buildings.

**g. are periodically evaluated;**

The College Mission and Goals are central to all planning and decision making. Historically, these have been evaluated every five years using the process described above. The success in meeting the strategic goals is evaluated through the lens of the Institutional Effectiveness Plan ([IEP-1](#)). This plan describes both the process and the metrics used to evaluate how well the College is meeting its defined priorities. On an annual basis, progress and initiatives are identified and measured. This process is fluid and responsive to data and the needs of students and other stakeholders.

In spring 2015, the College created the Office of Institutional Effectiveness and Planning which began the implementation of a sustainable and systemic evaluation process. An evaluative template of defined institutional effectiveness indicators, was created. These [indicators](#) provide a framework for each College Unit to identify objectives/initiatives which support the strategic goals, plan activities to support those objectives, and evaluate outcomes in light of benchmarks ([IEP-1](#)). The Institutional Effectiveness Plan is directly linked to the College Mission and Goals.

The figure/screen shot (Figure 1.1) is an example taken from the cumulative 2011-2016 strategic plan report-out ([IEP-2](#)). Each strategic goal (located as the header) is aligned with a strategic initiative and cross walked with the mission and goals. This drives the development of objectives which guide each unit in decision making. The objectives reflect the action to be taken and by which unit followed by the fiscal year in which it was completed. The outcomes/activities column details the specific task accomplished. The next column ties the activity to the budget and the last column provides documentation and access to the information. The strategic plan report-out was also published for the stakeholders. ([BOT-10](#)). This information was used to inform the development of the 2017-2020 Strategic Plan.

**Figure 1.1: Strategic Plan Report Out Example**

II. EXPAND THE FUTURE OF TECHNOLOGY IN EDUCATION								
Strategic Initiative	Mission Goals	Objectives	Responsible Area	Reported by	FY	Outcomes/Activities	Budget Code (1-4)	Documentation (type/location)
1. Improve faculty, student and staff communications through Web content management	Goal 10	1. Increase access to college information and activities via the College Website	Enrollment and Student Services		2016	The International Students page was enhanced with more information this year. A "Ways to Pay for College" page was created, giving students important information regarding funding and payment options. A USA Funds / LifeSkills page was added providing valuable information about budgeting, repaying student loans and managing debt, etc.		<a href="http://www.camden.edu/undergraduate/cas/life_skills/index.cfm">http://www.camden.edu/undergraduate/cas/life_skills/index.cfm</a>
		2. Increase access to college events	OIT		2016	Continue to upgrade and support web content management within the college		
			Academic Affairs		2013	Implemented a "light" version of the College online Learning Management System for faculty to use as a repository for course documents and training materials	1	<a href="http://ccc.web.tutor.com/">http://ccc.web.tutor.com/</a>
			Institutional Advancement		2014	Began working on updating faculty web page and creating pages for new faculty	1	camdencc.edu
			Academic Affairs/Institutional Advancement		2015	All face-to-face faculty have access to course shells via WebStudy Light after attending a one hour training session available on campus at <a href="#">http://www.camdencc.edu</a>		

CTRL+ CLICK IMAGE TO ENLARGE

A new report-out matrix, shown below in Figure 1.2, was modified to reflect what was learned in previous years. It includes an assessment section so that each activity will be evaluated and recommendations captured for the 2017-2020 Strategic Plan.

**Figure 1.2: New Report-Out Matrix**

CAMDEN COUNTY COLLEGE 2017-20 STRATEGIC PLANNING MATRIX						
Mission: Camden County College is committed to the success of a diverse student body through collaborative engagement that provides high quality, accessible and affordable education. The College is responsive to the needs of the community through continuous enhancement of its programs and services.						
To accomplish its mission, Camden County College will continually assess institutional improvement through the evaluation of the following goal:						
Goal	Strategic Initiative	Unit Initiative	Responsible Area	FY Measure & Criteria	Results and Recommendations	Budget Implications
1. Provide accessible and affordable educational opportunities	1.1 Expand learning opportunities for all residents of Camden County through collaborative partnerships, including local agencies and school districts.					
	1.2 Expand college readiness opportunities for high school students and adults in transition.					
	1.3 Reduce barriers to enrollment (i.e. financial, child care, flexible scheduling).					

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The College Mission and Goals (2017-2020) focus on outcomes and institutional improvement. These are supported by administrative, educational, and student support services and are assessed using the Indicators of Institutional Effectiveness.

During the self-study process, the College has determined that more frequent reporting of progress would enhance the development of initiatives based on results. The President is evaluating a more frequent reporting of results, actions and documentation of linkages.

**2. institutional goals that are realistic, appropriate to higher education, and consistent with mission;**

**Criteria 2 addresses Requirement of Affiliation No. 10.**

The Camden County College Mission focuses on student success, and has become better defined with each iteration adopted. This is consistent with other colleges as seen in the [New Jersey Council of Community Colleges’ website](#) (NJCCC) with the development of the Center for Student Success and part of the larger national discussion on higher education. This council is unique to the state of New Jersey. It provides a means for the 19 Community Colleges to participate in “collaborative autonomy”, providing statewide leadership for the community colleges, performing sector coordinating responsibilities as required by state law and coordinating statewide efforts to improve student success.

Camden County College’s 2017-2020 Strategic Goals are:

- Provide accessible and affordable educational opportunities
- Foster student success through high-quality learning experiences and support services
- Respond to the needs of the regional workforce, collaborative partners and community members
- Develop and manage institutional resources focused on supporting student success and organizational effectiveness

The [Indicators of Institutional Effectiveness](#), have been updated to reflect the most recent version of the Mission and Goals for assessment.

- 3. goals that focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission; and**

#### **Criteria 3 addresses Requirement of Affiliation No. 10.**

Camden County College has a robust process for the assessment of Student Learning Outcomes as detailed in the Academic Assessment Plan ([ACA-2](#)). The Program Student Learning Outcomes are cross walked with both the Strategic Goals (2010 and 2017) ([ACA-A1](#)) as well as the course level outcomes ([ACA-A2](#)). These documents are embedded in the Program Assessment Excel files for each program ([ACA-8](#)). For non-academic units, outcomes are identified and tied to the strategic goals through Unit Plans.

The assessment of Student Learning Outcomes is supported throughout the campuses. Examples include: administrative programs such as professional development workshops offered through the Teaching Learning Center ([ACA-9](#)) and external conferences. Educational support programs include computer laboratories, the math lab, and the College library. Student Services provides a multitude of programs such as student orientation, intrusive advisement, and the initiation of the Guided Pathways program ([ESS-2](#)). Institutional Effectiveness also provides support in the form of assessment data including retention, graduation, and transfer rates.

- 4. periodic assessment of mission and goals to ensure they are relevant and achievable.**

#### **Criteria 4 addresses Requirement of Affiliation No. 10.**

Assessment of the Mission and Goals of Camden County College is continuous. Board Policy states that the official review of the Mission and Goals will take place every five years ([BOT-1](#)). However, the College remains dedicated yet flexible in implementation of the evaluation schedule. For example, the 2010-2015 plan was extended to allow for evaluation by the incoming president and the length of the latest Strategic Plan (2017-2020) has been reduced to three years. This ensures that the College can rapidly respond to the fluid landscape of higher education and new challenges that emerge.

External constituents, such as business partners, advisory boards and transfer institutions evaluate the mission and goals to ensure that they continue to meet the needs of the community. Evaluation by faculty, staff, and students provides feedback as to how well the Mission and Goals serve the needs of the College community.

Annually the Department of Institutional Effectiveness and Planning gathers data on retention, graduation, transfer, and other indicators as part of the evaluation of the strategic plan. This unit also facilitates and disseminates the strategic plan report-out each year.

In addition, an annual budget planning process is conducted involving all College departments with the goal of managing resources in a fiscally responsible manner. An evaluation of the College's infrastructure is also conducted as part of this process.

Comprehensive assessment of the College at the program level occurs every five years through the Academic Program Review process ([ACA-2](#); [IEP-1](#)). Program level Student Learning Outcomes and institutional education outcomes (general education outcomes) are assessed annually. Both academic and non-academic units report out annually on their initiatives which are then assessed by the executive staff ([IEP-2](#)). These multi-layers of assessment are used to inform the College as to how well the Mission and Goals are addressing the needs of the community.

## **Analysis**

Camden County College evaluated and revised its Mission and Goals twice during the decennial period. Each time, the College improved both the process and the resulting strategic plan. The College has made a concerted effort to solicit input from a broad range of stakeholders. This information was used to develop the 2017-2020 Mission and Goals.

During the course of the Self-Study, it became evident that the formal Master Plans, needed stronger integration with the College's Mission and Goals. However, it was also clear that the new leadership had already taken steps to resolve the issue. In 2015, the Office of Institutional Effectiveness and Planning was created. Benchmarks, metrics, and indicators of effectiveness based on the assessments of the last ten years were developed for the new 2017 Strategic Plan. New Master Plans will be linked clearly to Mission and Goals and clearly outline the process by which initiatives will be assessed. They will follow a three year cycle that is consistent with the Strategic Plan, and will have an annual review and mid-course evaluation for revisions to maintain an updated plan.

## **Recommendations**

1. Develop a timeline for more frequent report out of Strategic Goal progress.
2. Strengthen Master Plans to identify clear and measurable goals that are connected to the mission.



## MIDDLE STATES STANDARD II: ETHICS AND INTEGRITY

**Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.**

**An accredited institution possesses and demonstrates the following attributes or activities:**

- 1. a commitment to academic freedom, intellectual freedom, freedom of expression, and respect of intellectual property rights;**

Camden County College is committed to the principles of academic freedom, intellectual freedom, freedom of expression, and respect of intellectual property rights. The tenet of academic freedom is clearly articulated in the Faculty Association Contract ([HUR-1a](#)), and the Adjunct Faculty Contract ([HUR-2a](#)).

The College promotes and encourages full-time faculty and adjuncts to express academic ideas in classroom settings, which enhances the student learning process. Article V of the Faculty Association contract ([HUR-1a](#)) states “Academic freedom and its attendant responsibilities are essential to the fulfillment of the purposes of the College” and continues with the following statements:

- Faculty members shall have the unrestricted freedom in the classroom to discuss such topics as are relevant to their subject.
- There shall be no censorship of library material.
- Faculty members are entitled to freedom in research and in publication of the results that are connected with their academic duties.
- Faculty members are entitled to freedom in the selection of textbooks, audio-visual aids and other teaching aids used for instructional purposes in their classroom.
- Faculty members shall select the method or approach to teaching utilized in their classrooms.

This is echoed in Article VIII of the Adjunct Faculty Contract ([HUR-2a](#)).

Both the Faculty Association and Adjunct Faculty Contracts include sections on intellectual property (IP) rights. Intellectual rights refer to the “intellectual property for lectures, syllabi, assignments, handouts, tests and other materials within the scope of their teaching responsibilities” ([HUR-2a](#)). While the Faculty Association Contract does not provide as explicit a definition as in the Adjunct contract, it does include the example of the intellectual property rights for online courses created by faculty (“Distance Learning”). In this instance, the intellectual property is understood to mean the “section-specific content of the distance learning course that is created solely by the faculty member” ([HUR-1b](#)).

The College’s commitment to freedom of expression is highlighted in the Code of Conduct ([HUR-4](#)), which states, “Respect and act in accordance with the right of all members of the College

community to exercise freedom of thought, opinion, and conscience, freedom of speech and expression, and freedom of association.” The Faculty Assembly Constitution ([ACA-10](#)) permits members the right to meet, express views, and discuss topics pertaining to the faculty. In addition, BOT Policy 720 ([BOT-14](#)) “Outside Speakers on Campus” not only allows for students, staff, and faculty to invite outside speakers, but also states that “routine” considerations regarding campus facility use and safety will not be an excuse for “content censorship” insuring the ability to have all views expressed.

The College also takes steps to protect the intellectual property of others. Plagiarism is clearly prohibited in the College’s Academic Honesty Guidelines ([ESS-3a](#)). This document explicitly defines plagiarism as it relates to students’ work. The Instructors Resource Guide ([ACA-11a](#)) addresses the instructors’ role in taking appropriate precautions to ensure academic integrity among students with respect to plagiarism. The College has purchased the program “Turnitin”, which provides an objective evaluation of whether a student’s work contains plagiarized material before they submit their paper. College Librarians actively support students by providing information literacy classes where students learn to correctly cite references and avoid plagiarizing other’s work. In addition, the Instructors Resource Guide also details the instructor’s responsibility to obtain permission to duplicate copyrighted materials ([ACA-11b](#)).

**2. a climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives;**

Camden County College is committed to creating an inclusive and welcoming environment for all members of the College community. To this end, the College has taken many steps in the last 10 years to increase the diversity of its faculty and staff, to recruit underrepresented groups of students, and to provide professional development opportunities to foster an environment rich in diversity and one that respects all people.

### **Diversity of Faculty and Staff**

Camden County College strives for a diverse workforce that mirrors the community served. The College tracks data on the demographics and other pertinent information on students, staff, faculty, and administration annually to complete the HR IPEDS report ([HUR-5](#)) and comply with federal regulations.

It is the goal of the College that the demographics of faculty and staff closely match the diversity of the student population. The data in Figure 2.1 represents the student demographics of the College and Figure 2.2 demonstrates faculty and staff demographics compared to the peer group. When comparing student and faculty/staff demographics, it is clear the College needs to continue efforts to diversify the workforce.

**Figure 2.1: Student Demographics Fall 2015**

Race/Ethnicity	Count	%
White Non-Hispanic	5648	50.1%
Black Non-Hispanic	2257	20.0%
Hispanic	1784	15.8%
Asian	660	5.9%
Unknown Race	647	5.7%
Native American	145	1.3%
Multiple Races	102	0.9%
Hawaiian Pacific Islander	20	0.2%

**Figure 2.2: Faculty and Staff Demographics - 2015 IPEDS**

	Camden		Peers Avg.		Bergen		Brookdale		Middlesex		Union	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
<b>Instruction (N)</b>	<b>131</b>	<b>649</b>	<b>210</b>	<b>545</b>	<b>310</b>	<b>743</b>	<b>215</b>	<b>421</b>	<b>159</b>	<b>591</b>	<b>154</b>	<b>425</b>
African American	9.2%	9.4%	5.7%	8.3%	5.5%	5.4%	4.7%	2.9%	3.1%	7.6%	10.4%	19.5%
Asian/Other	3.8%	16.9%	9.2%	27.0%	6.5%	10.9%	7.0%	49.6%	15.1%	44.7%	11.7%	8.0%
Hispanic	2.3%	1.7%	4.8%	5.6%	3.9%	8.6%	2.8%	1.0%	6.9%	3.0%	7.1%	8.2%
White	84.7%	72.0%	80.3%	59.2%	84.2%	75.1%	85.6%	46.6%	74.8%	44.7%	70.8%	64.2%
<b>Non-Instruction (N)</b>	<b>253</b>	<b>27</b>	<b>380</b>	<b>91</b>	<b>440</b>	<b>0</b>	<b>360</b>	<b>0</b>	<b>380</b>	<b>233</b>	<b>340</b>	<b>131</b>
African American	20.6%	18.5%	14.6%	9.3%	14.3%	0.0%	9.4%	0.0%	11.3%	2.1%	24.1%	22.1%
Asian/Other	1.6%	14.8%	10.2%	59.1%	6.1%	0.0%	4.2%	0.0%	24.7%	83.3%	5.6%	16.0%
Hispanic	3.2%	3.7%	15.3%	8.2%	16.1%	0.0%	3.6%	0.0%	17.6%	2.6%	23.8%	18.3%
White	74.7%	63.0%	59.9%	23.4%	63.4%	0.0%	82.8%	0.0%	46.3%	12.0%	46.5%	43.5%

Source: 2015 IPEDS Data Center - Human Resource - Full- and part-time staff by occupational category and race/ethnicity and gender

The College is deeply committed to increase the diversity of its faculty and staff as well as promoting an environment of cultural acceptance and support. In 2006-2007, the College began a Faculty Diversity Committee ([HUR-6](#)). Minutes from the committee meetings show that the College began the process of changing its faculty recruitment process by:

- actively recruiting from traditionally black and Latino colleges and universities ([HUR-7](#))
- including the following language in all advertisements for positions: “AA/EOE, minorities and females are encouraged to apply” ([HUR-7](#))
- implementing training for all search committees on the subject of diversity ([HUR-8](#))
- requiring a diverse pool of applicants ([HUR-9](#)).

These changes are still in effect today. The postings for the positions in the Criminal Justice ([HUR-10](#)) and Psychology ([HUR-11](#)) departments are evidence of this.

In 2010, President Yannuzzi formed two minority taskforces. The first was to address the recruitment of minority students. This committee was assigned to the Division of School and Community Academic Programs (SCAP). A questionnaire was distributed and the collected data analyzed. The results showed the need to target the recruitment of the Latino population ([HUR-12](#)). The second taskforce, assigned to the department of Human Resources, was to continue to address the recruitment of minority staff.

These committees have helped produce a hiring process that is well-defined and designed to solicit the most diverse applicant pool possible. The requisitions for all College positions are generated by the respective divisions or departments and authorized by the President. The diversity of the hiring pool is considered as part of the hiring process. The position is advertised in numerous publications including the Philadelphia Inquirer, Chronicle of Higher Education, Inside Higher Ed, Diverse Issues in Higher Education, and Al Día, a Latino media outlet based in Philadelphia. In addition, postings for open faculty positions are sent to historically black colleges and universities. All search committees are conducted with Affirmative Action guidance. Finally, the College carefully selects the members of the search committees to ensure diverse representation from across the institution ([HUR-13](#)). The benefits from these new procedures have not been seen as of yet, since only four new faculty members have been hired in the last six years. When hiring for administrative positions, all attempts are made to attract a diverse pool as discussed above. Upon conducting this self-study, it has been determined that a Human Capital Master Plan would help to create strategic initiatives for recruitment, replacement and increasing the diversity of the employee pool.

The College has continued to expand its efforts in this area and has formed a Diversity and Inclusion Committee. Thirty-three employees volunteered to work on the committee ([HUR-14](#)), which had its first meeting in October 2017 ([HUR-15](#)). The focus of the committee will be to foster an environment that enables staff and students to feel empowered, valued, respected, and safe and to cultivate a diverse and inclusive staff.

### **Diversity Policies and Training**

The College is committed to building a community that is free from discrimination, intimidation, and harassment and to ensuring that all employees be treated with dignity, respect, and courtesy. Accordingly, the College has adopted a number of policies and programs toward that end. These include: The College's Code of Conduct ([HUR-4](#)), Sexual Harassment Policy ([HUR-16](#)), and Anti-Harassment and Anti-Discrimination Policy ([HUR-17a](#)). The College's "Diversity Policy" and "Non-Discrimination in Education Programs Policy" are included in the Instructors' Resource Guide ([ACA-11c](#)). Finally, Board of Trustees Policy 629 "Anti-Harassment, Intimidation, and Bullying," addresses inappropriate treatment of others due to a "distinguishing characteristic" and outlines consequences for students, employees, and visitors ([BOT-15](#)).

The College begins diversity training during new employee orientation. New employee orientation is held approximately six times per year based on new hires and includes all permanent employees. Training topics include sexual harassment and diversity. New employee orientation sets the expectation for new employees related to a respectful climate. Building on that, the College requires annual training of all its employees. Safety Matters (e-safety) provides an easy-to-use on-line training system. This allows employees to log into the Safety Matters web site and complete all of the required training courses, which include "Diversity in the Workplace" and "Sexual Harassment Prevention" ([HUR-18](#)). This electronic method of training is a convenient and effective way for employees to be in compliance with all training guidelines, whether mandated by the College or statute. In an effort to ensure employees' participation, the College

incorporated training compliance into its annual employee evaluations. The on-line e-safety platform also allows the College to verify and document that all mandated training is completed.

In fall 2015, Camden County College implemented mandatory Title IX awareness training for all students and employees. The goal of the training is to make our campus community aware of sexual violence and how to prevent it. Initially, the Title IX training was completed through EverFi, a separate website specializing in Title IX training ([HUR-18](#)). To improve efficiency, the decision was made to integrate the Title IX training into the e-safety platform and it was requested of the vendor for Fall 2017. This will expedite the training process for all employees by having a cohesive program to meet the needs of the College community. Human Resources has also developed numerous brochures that foster a climate of respect that are available and include: “Valuing Diversity and Civility” ([HUR-19](#)), “Right to Be Free of Gender Inequality” ([HUR-20](#)), and “Know Your Civil Rights” ([HUR-21](#)).

In addition to training, the Teaching Learning Center (TLC) offers presentations once a month on issues ranging from classroom management and assessment, to diversity in the classroom. The TLC is financially supported by the administration, budgeting for faculty releases/stipends to oversee the TLC and other expenses. In the last 10 years, some of the topics covered have included: “Teaching in an Urban Environment” (11/2008), “The Joys and Challenges of Teaching in an International Classroom” (2/2009), “Classroom Management/Civility” (2/2010), “Accommodating Students with Disabilities in the Classroom” (9/2012), and “Gender-Fair Classrooms: Fostering Inclusivity in Schools”(10/2017) ([ACA-12](#)). Starting in 2012, surveys were performed after each TLC presentation. Examples of these results for the Disabilities ([ACA-A3](#)) and Gender-Fair workshops ([ACA-A4](#)) are shown.

## **Students**

The College Mission, Vision, Values, and Goals ([BOT-16](#)) emphasize the success of a diverse student body and stresses the importance of fostering the following in students: integrity, respect for individuals, and learning. The College strives for a climate of inclusion. The Student Services department conducts mandatory civility workshops ([ESS-5](#)) when students violate the civility policy. These workshops have been extremely successful. From Fall 2011 through Spring 2017, 153 workshops have been held, with zero recurrence after attendance.

The College provides contact information for any student who has questions about or has experienced [discrimination](#). Title IX of the Education Amendments of 1972 protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. Additional information for students that includes the Title IX Policy and Procedure is available in the Student Handbook ([ESS-3b](#)), College catalog ([ACA-6a](#)), and the [website](#). Title IX information is also covered in New Student Orientation ([ESS-6](#)). The College has a procedure for handling student complaints, including issues such as academic, non-academic, bias, Title IX, and student conduct, which are also detailed in the Student Handbook ([ESS-3c](#)).

To engender an environment of respect and cultural awareness, the Office of Student Life and Activities (OSLA) sponsors a variety of events such as Black History Month, the International Student Program, and culinary festivities offering ethnic foods for the College community. Many

of these events also include student participation in County-wide activities, such as the Martin Luther King, Jr. Day of Service.

### **English as a Second Language (ESL)**

The English as a Second Language Department plays an active role in fostering an environment of inclusion, both in the classroom and on the campus at large. The program provides non-native speakers of English with the linguistic and cultural skills necessary for academic achievement, integration into American society, and success in the workplace. The curriculum of the department focuses on writing, reading comprehension, and speaking/listening skills. Students are taught effective ways to communicate in American society. Students are also exposed to American culture through their assignments and are also given many opportunities to present their cultures to the College community. International Day is hosted every April at the Blackwood and Camden Campuses. As of Fall 2015, close to 300 F-1 visa students representing 60 countries were enrolled at the College ([ACA-13](#)).

### **Community**

The Center at Camden County College (formerly known as the Center for Civic Leadership and Responsibility) focuses on the needs and interests of the community at large. All members of the community are welcome to attend courses, special events, and lecture series. Several lectures are available in Fall 2017 ([ACA-15](#)). Offerings such as these demonstrate the College’s commitment to diversity and inclusion to our internal and external stakeholders.

### **Grants**

Camden County College has been the recipient of a variety of grants that directly or indirectly support access, affordability, and success for a diverse student body through credit programs and workforce development ([IAD-1](#)). A sampling is presented in Figure 2.3.

**Figure 2.3: Diversity Related Grants**

<b>Funder</b>	<b>Activity</b>	<b>Fiscal Year</b>
<b>NJ Council of Higher Education</b>	India Lecture Series	FY 10
<b>Council of American Overseas Research</b>	Islam: Tradition and Diversity	FY 12
<b>US Department of Education</b>	Intellectual Disabilities	FY 13
<b>NJ Council of Higher Education</b>	Korea	FY 14
<b>National Endowment for the Humanities/American Library Association</b>	Latino-Americans: 500 Years of History	FY 16
<b>National Science Foundation</b>	Deaf STEM Alliance	FY 17

3. a grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty or staff. The institution’s policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitable;

### Affiliated Employees

Grievance policies are part of the contracts between the College and its various bargaining units. Employee contracts outline the steps to be taken within specific time frames to expedite the grievance resolution. The bargaining units of the College include:

Faculty Association ( <a href="#">HUR-1</a> )	Secretarial ( <a href="#">HUR-23</a> )
Adjunct Faculty ( <a href="#">HUR-2</a> )	Security ( <a href="#">HUR-24</a> )
Administrative ( <a href="#">HUR-22</a> )	Maintenance ( <a href="#">HUR-25</a> )

### Non-Affiliated Employees

A procedure paralleling the grievance procedure for affiliated employees is detailed in the Non-Affiliated Employee Handbook, in the section entitled “Where to Go with Your Concerns or Complaints” ([HUR-17b](#)).

### Students

The Affirmative Action statement, Academic Appeal, and Final Grade Appeal policies and procedures appear in the Student Handbook ([ESS-3](#)). In addition, student [Title IX](#) and [non-Academic concerns](#) can be addressed using the appropriate forms found on the website.

4. the avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents;

Camden County College adheres to institutional policies designed to ensure the avoidance of conflicts of interest. This criterion is clearly addressed in the College’s Conflict of Interest and Conflict of Commitment Policy and is established by the Board of Trustees in Board Policy 342 ([BOT-17](#)). It is sent to all employees annually as part of a compliance packet which requires a signature on a compliance form stating that the material was received and reviewed ([HUR-27](#)). The Conflict of Interest and Conflict of Commitment Policy also addresses employees engaging in amorous relations with anyone with whom they “are or may reasonably be expected to have” a professional supervisory role. In the same policy, supervisors are prohibited from “engaging in activities with subordinates that may interfere with their supervisory performance,” which includes working together in an outside business. The policy also prohibits an employee from engaging in such a relationship with a student “for whom the employee has a professional responsibility as a teacher, advisor, evaluator or supervisor” ([ACA-11c](#)). As part of the annual process, employees are required to self-report any outside employment ([BOT-17](#)).

The Board of Trustees is committed to a procurement policy that complies with all relevant laws and regulations and facilitates competitive pricing as a means of achieving the best value for the College ([BOT-18](#)). In order to avoid conflict of interest and to maintain a high standard of reputation amongst the College community, stakeholders with connections to CCC and the community at large, the CCC Board of Trustees have established a Code of Ethics for College Trustees under Number 114 with Section 3 detailing Standard of Ethics and Section 4 specifying Disclosure of Potential Conflict ([BOT-19](#)). This policy also addresses the requirement for board members to file a financial disclosure statement to the College and the State of NJ annually ([BOT-A2](#)). The CCC Board of Trustees Constitution has established the CCC Foundation under Number 107 Section #2, which establishes a legal entity to review private gifts from donors and section #3, which requires an audit of all expenditures and funds from donors.

The College adheres to the State of New Jersey's Conscientious Employee Protection Act ([BOT-A3](#)). Employees are encouraged to report any concerns with the appropriate College personnel without fear of adverse action.

**5. fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees;**

Camden County College carries out its recruiting and hiring processes in accordance with applicable federal, state, and local laws and provides equal employment opportunities to all applicants without regard to any protected status, as detailed in the College's Equal Employment and Affirmative Action policy ([HUR-28](#)). All open College positions are posted on the College website.

To ensure that the College follows the above practices, the Human Resources department trains each Search Committee member on fair and impartial hiring practices. A packet of information, located on an internal College shared drive, explains the search process and discusses appropriate procedures. Job descriptions are provided and the Search Committee can only recommend candidates who meet the minimum requirements as stated on the job description ([HUR-13](#)).

All recruiting advertisements include an Equal Employment Opportunity (EEO) statement. The College Affirmative Action Policy ([BOT-20](#)) details recruitment, job placement, promotion, training, compensation, working conditions, layoffs and terminations and communication of EEO Policies.

The College is an Equal Opportunity/Affirmative Action institution. As such, Camden County College complies with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Older Americans Act of 1975. These laws afford equal opportunity to qualified individuals, regardless of race, color, religion, sex, national origin, age, handicap, ancestry, place of birth, marital status, affectional or sexual orientation, or liability for military service in the operation of its educational programs and activities.



Additionally, the College will provide any reasonable accommodation for any known physical or mental disability of a qualified applicant or for an applicant's known religious beliefs and observances, provided the requested accommodation does not create an undue hardship for the College and does not pose a direct threat to the health or safety of others in the workplace or the individual.

The College has additional policies ensuring fair and impartial practices that are described:

- “Employment of Related Persons” ([BOT-21](#)) requires that all new related hires meet necessary standards and certifications for their position; that neither the new nor current employee is in a position to supervise or otherwise “affect employment decisions” about the other.
- A policy and criteria on Presidential searches is detailed in the CCC Board of Trustees Constitution ([BOT-22](#)). This policy also addresses the criteria for creating an Ad Hoc committee for the purpose of dealing with hiring.

Contractual agreements between the College and its unionized employees reiterates these rights within the respective agreements. Language relating to non-discrimination, retention, and dismissal/termination may be found under the specified sections in each contract ([HUR-2](#)) ([HUR-22](#)) ([HUR-23](#)) ([HUR-24](#)) ([HUR-25](#)) ([HUR-26](#)).

- Qualifications for academic rank, tenure, criteria for promotion and for merit raises, and professional evaluations are delineated contractually for unionized employees ([HUR-1](#)) ([HUR-2](#)), ([HUR-22](#)). This is detailed further in Standard III criterion 2e.
- Annual performance appraisals for non-faculty personnel are a tool for supporting communication between employees, supervisors, and management. This includes review and revision, as needed, of job descriptions ([HUR-31](#)). Professional evaluations are used to ensure job performance as well as provide information for decisions regarding promotion, retention, merit pay, tenure, and salary adjustments.

**6. honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications;**

Camden County College strives for the accurate and truthful relating of information internally and externally. The Public Relations Policy ([BOT-23](#)) addresses the release of information about the College. It states that the President or his designee must approve information before it is released.

The College's Style Guide ([IAD-2](#)) prepared by the Public Relations Department was last updated in 2017 and is located on the College website. The Style Guide is designed to help ensure consistency in printed materials, as well as to provide information on obtaining various standard graphics and how to obtain assistance. How the College is represented in printed communications is very important. From consistency in the way the official logo is displayed to how the website, phone number, and mailing address are listed all contribute to the perception of the College. All

signage must be approved by the President ([BOT-24](#)) or a designee. For example, the Assistant Dean of Student Services reviews and approves any signage regarding student activities.

**7. as appropriate to its mission, services or programs in place:**  
**a. to promote affordability and accessibility;**

Camden County College is an open access institution of higher education. The College's Board of Trustees constitution has established a policy and criteria that offers high quality education at the lowest cost to the student. ([BOT-13](#)) ([BOT-26](#)). Additionally, the CCC Faculty Association Constitution supports the creation and maintenance of an educational institution that provides a quality education for all students ([ACA-10](#)).

Tuition and fees are evaluated annually to ensure an affordable education for students. Despite financial challenges arising from the decrease in enrollment, Camden County College has kept tuition and fees the same for the fourth year in a row (Fall 2017). CCC has the third lowest per credit tuition out of the 19 NJ community colleges, which average \$124.25 per credit ([FIN-7](#)). However, when warranted, the College is required to hold a public hearing on proposed tuition and fee schedule changes ([BOT-27](#)).

The College is committed to maintaining an affordable tuition for all students and offers a full range of financial aid options, including grants, loans, and work-study. At the same time, the College has worked with the Camden County College foundation to raise funds to provide institutional scholarships to help reduce the burden of tuition and books. Students can receive anywhere from \$250.00 up to full tuition and fee waivers. Some of the scholarships currently available are presented in ([ESS-A2](#)).

Students who demonstrate financial need and meet federal or state eligibility requirements can receive up to \$5,920.00 in Pell Grants and \$2,596.00 in NJ Tuition Assistance Grants. Supplemental Educational Opportunity Grants provide \$400.00 per academic year (\$200.00 per semester) and \$500.00 for the summer semester if students have exhausted their Pell eligibility ([ESS-7](#)).

The Educational Opportunity Fund (EOF) provides academic and educational support to students who need at least one remedial course and demonstrate financial need. Criteria to receive EOF includes areas such as poverty level, zip code and first-time college attendance in the family. These students receive an award of up to \$1,050 per semester with additional advising and academic support ([ESS-8](#)). High school graduates who are eligible for the NJSTARS scholarship program may receive an award up to the full cost of tuition of their local community college ([ESS-9](#)).

Work study aid is another mechanism available to students and can average \$2,500.00. This provides an opportunity for students to work on campus. They must apply for financial aid to be eligible ([ESS-10](#)).

One of the highest costs to the student, outside of tuition, is the purchase of textbooks. The College has taken several steps to mitigate these costs. In 2011, the faculty formed a "Task Force

on Rising Textbook Costs”. Their recommendations were reported to the Faculty Assembly ([ACA-A27](#)). In addition, the College requested that each department commit to a particular book for a three-year period, which allowed Barnes and Noble, the College’s book provider, to offer a buyback program for these books. In addition, the bookstore started a book rental program to lower costs. The library maintains copies of many of the textbooks currently in use which were obtained through the respective academic departments for short-term student use in the library. Starting in 2015-16, the student service area began a program where books were provided to students who could not afford them.

**b. to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt;**

The College is committed to helping students and parents make well-informed decisions about their higher education. Information on [College accreditation](#) as well as specific accredited programs and their accrediting bodies are available publicly on the College website. The cost of attending the College, including tuition payment and procedures and refund policies, is covered on the “[Paying for College](#)” webpage.

Information about financial aid and application procedures is also available on the College website. All Student Services staff have been cross-trained to assist students from the initial point of contact. This process is replicated on all locations.

The Financial Aid Office offers a detailed website to provide prospective and continuing students with information related to financing their college education. Students are able to see the status of their financial aid and their charges on [WebAdvisor](#) at any time. Staff are available to serve students on a walk-in basis and are also available by phone or e-mail to provide general information and answer questions. Financial aid workshops are held on campus as well as at Camden County high schools. Financial aid representatives are available at Open House and host a Free Application for Federal Student Aid (FAFSA) workshop in computer labs. The College has offered a free program on financial literacy and is now exploring a web-based product that will address financial literacy as well as other relevant topics.

The [Net Price Calculator](#) is available on the College website and is a tool for prospective students to estimate their financial aid eligibility and costs at Camden County College. The information on the net price calculator is based on first-time, full-time students who attended Camden County College in the 2014-15 academic year.

The College also publishes information to help students evaluate the College. The Higher Education Opportunity Act (HEOA), Student Right to Know, and Consumer Information are centralized on the [College’s HEOA website](#). This page includes an explanation of HEOA and links to related topics.

The Academic Program Guide ([ACA-7](#)) provides detailed information on each program. This includes the curriculum, the program goals, employment opportunities, and other information specific to that program.

Camden County College is committed to the success of a diverse student body. To that end, the College, as required by Title IV, makes information (cost, financing, program outcomes, etc.) about [Gainful Employment](#) available on the website.

**8. compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding:**

**a. the full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates;**

The Annual Institutional Profile ([IEP-3](#)) that is submitted to New Jersey's Office of the Secretary of Higher Education provides information on enrollment, graduation, retention, and certification. This information is available on the [Institutional Research](#) webpage. The College's Institutional Research department is responsible for preparing and submitting the Annual Institutional Profile and ensuring the accuracy of the information.

The College complies with all applicable federal, state, and Commission reporting policies, regulations, and requirements. [Verification of compliance](#) with accreditation-relevant federal regulations are posted on the College website. The most recent CCC Middle States Commission [progress reports and periodic review reports](#) are similarly posted on the College website. [Third party accreditations](#), available [certification and licensing board pass rates](#) are posted on the [College's HEOA webpage](#) for the appropriate programs.

**b. the institution's compliance with the Commission's Requirements of Affiliation;**

As reported on the College website and in the Student Handbook, Camden County College is accredited by the Middle States Commission on Higher Education. Compliance with the Requirements of Affiliation is indicated in each Standard within the Self-Study and is summarized in the Appendix ([ACA-16](#)).

**c. substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion;**

No substantive changes as defined by Middle States have occurred during the last five years.

**d. the institution's compliance with the Commission's policies;**

Camden County College is compliant with all the Middle States Commission on Higher Education policies. The Accreditation Liaison Officer (ALO) works closely with Middle States personnel to keep the College updated on any changes in the Commission policies. The College also does an annual review prior to submitting the MSCHE Annual Institutional Profile.

## **9. periodic assessment of ethics and integrity as evidenced in institutional policies processes, practices, and the manner in which these are implemented.**

Policy review is part of shared governance. Academic policies are reviewed by the Academic Policy Committee and then by the full Faculty Assembly. Other policies are reviewed by the appropriate area and all are sent to the President's Cabinet. Once approved, they are presented at the relevant board committee before presentation to the Board of Trustees. All Board policies are approved by the Board prior to implementation. During this self-study, it was noted that policies were reviewed annually, but there was no date of review indicated on the policy document unless an update was conducted. The College now has a revised policy template to note the date of policy review.

### **Analysis**

Camden County College aligns with the expectations of Middle States regarding ethics and integrity as outlined in Standard II. The College has established policies to assure commitment to academic freedom, freedom of expression, and respect for intellectual property rights. However, during the self-study process, it was discovered that intellectual property is not as clearly defined in the faculty contract as compared to the adjunct contract.

The College has made a continuing effort to foster respect among all members of the community. This includes workshops, presentations, and training. Upon review of assessment data, the College increased its efforts to recruit faculty from traditionally black and Latino colleges and universities. These efforts have yet to bear fruit, as the number of hires has decreased significantly in the last six years. Undaunted, the College continues to employ events, policies and training designed to increase civility and an inclusive environment. It has also been determined through the self-study process, that the College would benefit from developing a Human Capital Plan to model other Master Plans. This plan would address initiatives for recruitment, retention, and diversity within the employee pool.

Mission-appropriate services and programs are in place that promote affordability and accessibility and to help students to understand funding. Camden County College is compliant with all federal, state, and Commission reporting policies. Full disclosure of information is available through a variety of mechanisms. The College maintains compliance with the Commission's Requirements of Affiliation.

The College has grievance policies that are well-documented and fair. The College adheres to a Code of Conduct ([HUR-4](#)) for all employees and Board members ([BOT-19](#)), and fair and impartial hiring and evaluation practices are in place.

### **Recommendations**

1. Develop a college wide definition of intellectual property.
2. Evaluate and update the policy review/revision process.
3. Create a Human Capital Master Plan.

## MIDDLE STATES STANDARD III: DESIGN AND DELIVERY OF THE STUDENT LEARNING EXPERIENCE

**An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.**

**An accredited institution possesses and demonstrates the following attributes or activities:**

- 1. certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential, of a length appropriate to the objectives of the degree or other credential, designed to foster a coherent student learning experience and to promote a synthesis of learning;**

**Criterion 1 addresses Requirement of Affiliation No 9.**

Camden County College is a comprehensive community college that offers a wide variety of degrees and certificates which are listed in the College Catalog ([ACA-6](#)) and Academic Program Guide ([ACA-7](#)) and are accessible through the [College website](#). The Board of Trustees defines what constitutes an individual degree and the concept of certificates ([BOT-28](#)).

The College awards degrees of associate in arts (AA), associate in science (AS), and associate in fine arts (AFA). Typically, these programs are designed to facilitate transfer to a four-year institution. The College also offers an associate in applied science (AAS) which is designed to provide students with skills needed to join the work force in a particular area. In addition, the College awards numerous certificates, certificates of achievement, and certificates of post-secondary studies to students who have successfully completed the curriculum requirements. An associate degree program is a course of study which requires not less than 60 or more than 64 credits, or the equivalent, except when required for licensure or accreditation by a recognized agency or when required for transfer at full junior status (one half of the required credits to complete a baccalaureate degree), where applicable ([BOT-28](#)).

The curricula for these programs are developed by the faculty and conform to the requirements established by the New Jersey Presidents' Council as stated in their Academic Issues Committee (AIC) Manual ([ACA-17](#)). The curricula are also in compliance with the General Education guidelines defined by the New Jersey Presidents' Council and summarized in the General Education Foundation Document ([ACA-18](#)) and with the *Characteristics of Excellence in Higher Education*.

As reported in the Institutional Profile 2015-2016 ([IEP-3](#)), the College currently offers 55 associate degrees (not including options) and 64 certificates of varying length. Since 2007, one of the main focuses of the Academic Affairs division has been to reduce redundancy in the programs offered and to reduce the number of maximum credits in each program. This process began in response to the New Jersey Transfer Bill, which provides for seamless transfer of all credits from the community college to a New Jersey four-year institution for students who earn the associate

degree. In more recent years, the effort has been increased to remove barriers to student success and to address the issue of the decrease in Financial Aid funds available to students. The number of credits that were required to be accepted was up to half of the Bachelor of Science degree, typically 60-62 credits. In 2008, the average credits required by each program at the College was 66.5. Through review and revision by faculty, by 2016 the average credits required by each program is 62.9 ([ACA-A5](#)). The College has also terminated a significant number of programs to reduce overlap and streamline a student's path to success ([ACA-A19](#)).

Each academic program defines a set of skills/abilities that students will have upon completion of the degree. These skills are captured in program Student Learning Outcomes which are published in the Academic Program Guide ([ACA-7](#)) and in each Program Assessment Excel File ([ACA-8](#)). For each course, a set of outcomes is developed that help the student attain the program learning outcomes. The course level outcomes are communicated in the Department Master Syllabus for each course ([ACA-21](#)). The interconnection between the course learning outcomes and the program learning outcomes is evidenced in the crosswalk for each program located in the Program Assessment Excel File ([ACA-8](#)). An example of which is found in the appendices ([ACA-A2](#)).

In addition, courses that have been approved as General Education courses are assessed through General Education Learning Outcomes. There are strict guidelines for General Education courses in New Jersey. The General Education Committee of the New Jersey Presidents' Council defines all general education learning outcome statements. They are embodied in the Foundation Document ([ACA-18](#)) which was approved by the Faculty Assembly and captured in Board Policy 510 ([BOT-28](#)). The Foundation Document is available to all stakeholders in the Academic Program Guide ([ACA-7](#)). The General Education program at Camden County College promotes the students' development of analytical and creative thinking; scientific and quantitative reasoning; technological competencies; historical consciousness; global awareness, ethical awareness, and information literacy.

Curriculum development and revision at the College is a well-defined process ([ACA-10](#)) and is the responsibility of the College Faculty. Initiation of courses and curricula are done by individual faculty working in conjunction with their departments or programs. This does not preclude other individuals or groups going to the appropriate departments and/or programs to make requests or recommendations.

The Curriculum Committee is a Standing Committee of the Faculty Assembly. The Committee reviews, evaluates, and advises on the curriculum to ensure that it conforms to College Mission and Goals and meets the needs of the students and the community. The curriculum process, which is followed for new and revised programs as well as General Education courses, is described in the attached ([ACA-A20](#)).

Camden County College fosters a coherent student learning experience and promotes a synthesis of learning. Each curriculum consists of both program outcomes and general education courses which are assessed through a wide variety of learning experiences, including laboratories, field work, and presentations. The integration, or interconnectedness, between the Program Learning Outcomes, Course Learning Outcomes, and General Education Outcomes is demonstrated in the curriculum map for each program ([ACA-8](#)) and may be seen in example ([ACA-A7](#)). Included in

this document is a crosswalk showing the interconnection between the Program Learning Outcome and the Educational Experience ([ACA-A8](#)). This documentation clearly shows coherence within each program and ensures the absence of gaps and redundancy.

Assessment of General Education Outcomes and Program Learning Outcomes is completed each year as described in the Academic Assessment Plan ([ACA-2](#)). In addition, each program completes a more encompassing assessment every 5 years ([ACA-22](#)) (or scheduled according to their accrediting body) called the Academic Program Review (APR). In addition to evaluating student learning outcome assessments, the APR also analyzes data on the following: enrollment, course scheduling, transfer rates, graduation rates, and budget to list a few ([ACA-23](#)).

- 2. student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are:**
  - a. rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution’s mission, goals, and policies;**

**Criterion 2a addresses Requirement of Affiliation Nos. 8 and 9.**

At Camden County College students are taught by full time faculty, teaching administrators, and adjunct faculty. Each category of personnel is represented by a separate bargaining unit and has variations in their job descriptions. However, each play a role in designing, delivering, and assessing the highest quality of education for students. The critical role of the faculty in the learning experience is clearly stated in the Faculty Assembly Constitution ([ACA-10](#)). The Faculty Association Contract ([HUR-1](#)) also acknowledges that the Faculty have the “primary responsibility for such areas as curriculum, subject matter and methods of instruction...”.

**Rigorous and Effective Teaching**

Faculty introduce rigor into the curriculum from the very beginning of the process, in course development. As experts in the field, and in conjunction with input from other sources, such as advisory boards, faculty develop each course. This includes course level Student Learning Outcomes which define the measurable skills/knowledge/ability the student is expected to have by the end of the course. Departmental Master Syllabi ([ACA-21](#)) establish the criteria to be followed in all sections of a course, regardless of delivery method, and instructor. This ensures a high level of consistency and rigor and enables students to have a clear understanding of the expectations for each course.

The curriculum development process ensures academic rigor as all curricula are reviewed by faculty at the department and division level as well as in the Curriculum Committee. The process also provides uniformity in designing and delivering courses in order to maintain high quality for academic programs. The process is described above ([ACA-10](#)).

Teacher rigor and effectiveness is also evaluated objectively. Classroom observations and student evaluations are employed for non-tenured faculty ([HUR-1c](#)), adjunct professors ([HUR-2c](#)) and teaching administrators ([HUR-22a](#)). Full-time, tenured faculty may participate in



traditional observations or may be evaluated by the Partners in Learning Process (either option is required every five years) ([HUR-1d](#)).

### **Innovative Teaching Strategies**

Faculty continually explore innovative teaching strategies that align with Program Learning Outcomes and Course Learning Outcomes that engage students and promote student success. One of the major developments over the last 10 years has been the infusion of technology into the classroom. Hybrid classes followed on-line instruction, as it was found that some students preferred some in-person contact with the instructor. In the last four years, the College has introduced on-line access for their traditional face-to-face classes. This allows enhancing and supportive materials to be shared. Full-time and adjunct faculty participate in training to use this platform in their classroom ([ACA-24](#)).

Other faculty have piloted the use of “clickers” in their classroom. These devices allow student to answer questions anonymously via Wi-Fi. The answers are captured for the teacher to see the number of students who understand the material before moving on.

A major innovation was the development of the Biotechnology Instrumentation room and the subsequent curricula that were able to be established as a result ([ACA-7b](#)). Instruments were purchased using Perkins Grant money as well as grants from the National Science Foundation (NSF). This change allowed Camden County College students to have hands-on experience with equipment typically found in major four-year institutions and gave them an advantage as they entered the job market.

The Chair of the Math Department created a lab space for college level math. A peer learning environment was created where students work together and with a tutor. In addition, all computer programs utilized in math courses are available in the lab ([ACA-25](#)).

Camden County College partnered with American Water to establish the American Water STEM Student Center. American Water generously provided funds for the renovation of space in the Gabriel E. Danch CIM building for the STEM Center, as well as additional funding. This area provides a defined space for students in, or interested in, STEM programs. In addition to providing students with a gathering space for projects, they are able to participate in academic and career-related workshops, attend professional lectures, and meet with mentors ([ACA-26](#)).

### **Assessment of Student Learning**

Student learning is assessed on both the institutional level (through General Education outcomes) and the program level. These assessments are designed, administered, and analyzed by the program faculty and are completed annually. The process is outlined in the Academic Assessment Plan ([ACA-2](#)). Oversight of the process has varied through the course of the last 10 years, although it has always been the purview of the Office of Academic Affairs. Originally, the Dean for Curriculum and Assessment was responsible for maintaining all records and evaluating the assessment submissions as well as the assessment process. This function evolved into the position of Assistant to the Vice President of Academic Affairs for Curriculum and Assessment. In the fall of 2012, the decision was made to decentralize the process in order to involve a greater number of

College community members in the assessment process. At the same time, an on-line program, TK20 was purchased to maintain documentation. It became clear through the process of this self-study, that this system did not suit the needs of the College. The position of Assistant to the Vice President of Academic Affairs for Curriculum and Assessment was re-created and staffed in 2017 ([HUR-29](#)). This office is once again accountable for all areas of academic assessment. It was also determined that the TK20 platform was insufficient for the academic assessment needs of the College. The Program Assessment Excel Files in use prior to TK20, were updated to reflect all data through spring 2016.

Another improvement to the process was the creation of the Academic Assessment Committee, an ad-hoc committee of Faculty Assembly. This committee has been charged with reviewing all student learning data submitted. The committee parallels the curriculum committee, assuring that all necessary parts of the outcome assessments have been submitted and, in addition, makes recommendations back to each department for improvement. This committee has developed a rubric ([ACA-27](#)) for reviewing all assessment submissions. Once the committee has approved the assessment, it is submitted to the Office of Curriculum and Assessment for evaluation. This shared governance approach assures sustainable compliance and quality. These data are then entered into the Program Assessment Excel Files.

The assessment submissions include: the method of assessment used to measure student success, how and by what method data were collected, changes made based on the data, the impact the changes had on student learning and instructional strategies (loop closures), and any budget implications. This process is further described in Standard V. With the re-establishment of the position of Assistant to the Vice President of Academic Affairs for Curriculum & Assessment and the creation of the Academic Assessment Committee, the rigor and quality of assessment will be sustainable.

### **Scholarly Inquiry and Service**

The faculty and staff of Camden County College are dedicated to self-improvement and service. The accomplishments of the faculty are published on the College website ([ACA-4](#)). Some examples are participation in the Princeton Mid-Career Sabbatical Program, publication of scholarly works, participation in art shows, and delivery of professional presentations. College faculty serve the community on various committees, including Curriculum and Academic Policy which are standing committees of the Faculty Assembly and the Academic Assessment Committee, an ad-hoc committee of that same body ([ACA-10](#)). Faculty also serve on the following; hiring, bookstore, diversity, safety, and other ad-hoc committees. Furthermore, faculty are involved with serving the community at large, participating in Adopt-a-Family programs, blood and clothing drives, and bringing science to local grade schools to name a few.

#### **b. qualified for the positions they hold and the work they do;**

### **Criterion 2b addresses Requirement of Affiliation No. 15.**

Every faculty member has the appropriate teaching degree from an accredited institution or its equivalent in the appropriate field of training ([ACA-6b](#)). Certain programs have specific

requirements for program personnel. For example, the Dental Hygiene program requires the director to hold the credential of a dentist for accreditation, in these cases, the specific credential is part of the hiring requirements.

Adjunct faculty are interviewed and hired by Department Chairs or Program Directors in consultation with the respective Division Deans. Qualified adjunct faculty, with appropriate credentials for their position, increase the probability of student success. Evaluations are handled within the department where they teach and are subject to the Adjunct Contract.

Teaching Administrators are evaluated every year as part of the College's annual personnel review process. Their requirements for teaching are covered in each of their job descriptions and their annual performance appraisal includes student and teaching evaluations ([ACA-A11](#)).

**c. sufficient in number;**

**Criterion 2c addresses Requirement of Affiliation No. 15.**

During Fall of 2016, the College enrolled 5,181 full-time students and 5,816 part-time students, which constitutes 7,938 full-time equivalent students. Based on the HR IPEDS report, as of Fall 2016, the College employed 130 full-time instructional staff and 664 part-time instructional staff ([HUR-5](#)). Approximately 40% of all College sections were taught by full-time (FT) faculty. Put in context using the most recent comparison data from Fall 2016, 41.4% of the courses were taught by FT faculty at Camden County College, while the average for the other 18 NJ community colleges was 41.1% ([ACA-A9](#)). In addition, the student to faculty ratio improved to 23 to 1 in Fall 2016 from 25 to 1 in Fall 2014 ([IEP-A2a](#)).

**d. provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation;**

Professional development at Camden County College encompasses a variety of activities to supporting growth and innovation. Full-time Faculty, Adjunct Faculty and Teaching Administrators are encouraged to participate in workshops, lectures, and conferences as well as academic and cultural events. In addition, professional development is addressed in reappointment, promotion, and post-tenure reviews ([HUR-1e](#)).

**Professional Development Opportunities**

**Teaching and Learning Center (TLC)**

The Teaching and Learning Center (TLC) at Camden County College serves as a focal point for professional development for all faculty and staff. The workshops and programs are designed to enhance teaching excellence and effectiveness so that students are more likely to achieve their desired learning outcomes. The TLC offers programs and resources for professional development needs, teaching innovations, and integration of technology for teaching and learning. The [TLC website](#) provides information about programs and resources.

## **Best Practices Conference**

The New Jersey Council of Community Colleges (NJCCC) sponsors a Best Practices Conference annually. The registration fee is nominal and attendance of College faculty, staff, and administrators is encouraged. The College has been actively engaged in this conference through hosting, presentations, and attendance.

## **Princeton Fellowship**

As discussed in Standard I, Princeton University provides a Mid-Career Fellowship program that has been well attended by College faculty over the last 10 years, the cost of which was covered by the College.

- e. reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures;**

The Union Contracts for Faculty ([HUR-1c](#)), Teaching Administrators ([HUR-22a](#)) and Adjunct Faculty ([HUR-2c](#)) cover the processes for review. The purpose of the development and evaluation process is to improve instruction, to apprise all faculty and teaching administrators of their strengths, weaknesses, and need for professional development, to determine the desirability of faculty tenure when an individual is eligible, and to provide information for use in making personnel decisions regarding promotion, merit pay, and other matters.

## **Non-Tenured Faculty ([HUR-1d](#))**

As part of the evaluation process, each non-tenured faculty member must submit a yearly portfolio. This portfolio is a compilation of the work that the faculty member has completed throughout the year including documentation of committees that they have served on, professional development workshops, continuing education credits, publications, acknowledgements, certifications, etc. Also included are student surveys, classroom observations, and a self-evaluation. This portfolio is submitted to the faculty member's Dean and then is returned to the faculty member after review. This portfolio is ultimately used as part of the tenure process.

The Academic Dean for the non-tenured faculty member meets with them once during each academic year. As part of the evaluation, the Dean observes the classroom of the probationary faculty member. The written evaluation may address any aspect of the non-tenured faculty member's performance. Following each written evaluation, the Dean holds an individual conference with the non-tenured faculty member to review their portfolio and to discuss the results of the evaluation. The Vice President for Academic Affairs then reviews the evaluation.

## **Tenured Faculty ([HUR-1c](#))**

Full-time faculty members are formally evaluated every 5 years. They may opt to be evaluated in the traditional manner which involves both classroom observations and student evaluations or they may participate in the peer "Partners in Learning" (PIL) experience. This program facilitates collaboration between faculty members from different disciplines to improve teaching practices.

The “Partners in Learning” program includes: classroom observations, discussions regarding pedagogical improvements, student interviews/evaluations, and meetings with all PIL participants.

A written self-assessment by each participating faculty member includes a summary of all activities, an evaluation of their PIL partner, and a self-reflection on their own teaching practices. These are shared with the cohort and provided to the faculty member’s Academic Dean at the end of the partnership year ([ACA-53](#)).

### **Adjunct Faculty ([HUR-2c](#))**

The Adjunct Faculty contract delineates the role, responsibilities, procedures, and policies pertaining to adjunct faculty members. The procedure for adjunct faculty evaluation includes the requirement for evaluations by students. The evaluation process ensures that adjunct faculty members are delivering effective student learning experiences, which promotes student success.

### **Teaching Administrators ([HUR-22a](#))**

Teaching Administrators are part of the Administrative Personnel Bargaining Unit. As part of their responsibilities they have program administrative duties as well as a prescribed teaching load. They receive student evaluations as well as direct observation by their respective Dean. Their teaching evaluations are discussed as part of their annual performance review.

- 3. academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion;**

### **Official Publications**

The curricula for all degree and certificate programs, as well as the course descriptions for each course in those curricula, are published in the Academic Program Guide ([ACA-7](#)) and the College Catalog ([ACA-6](#)). The information is also available through the [College website](#). These documents provide a layout of offered programs with a detailed list of required courses.

The Tab ([ACA-31](#)), a printed list of course offerings and schedules, is available every semester. It also provides information on registration, payment, etc. It is mailed out every semester to all households in Camden County and is also available on the [College website](#).

Progress through a program of study is tracked by the Degree Audit program. This program can be accessed by students via Web Advisor on the College website. The software program details what courses have been taken to fulfill the program requirements as well as all additional courses taken by the student. Degree Audit allows students, as well as those who advise them, to easily check their progress in completing program requirements.

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

**Criterion 4 addresses Requirement of Affiliation No. 10.**

The College provides and allocates resources for many learning opportunities both in and out of the classroom. A sampling is provided here.

**External Experiences**

Many programs incorporate an external learning experience as part of the curriculum. Dental Hygiene students have clinical rotations through local Dentist Offices, Human Services majors have a field work placement, and Biotechnology students participate in a capstone internship experience ([ACA-7](#)). Each of these provide the students with an opportunity to apply their skills and gain workplace experience in their field of study.

**On-Line**

Camden County College offers distance education through the WEBSTUDY platform. Courses are offered completely on-line, in a hybrid format where half the class time is on-line and the other half in the class room, and also in a web-enhanced format where the students attend class face-to-face but can access class information and additional support materials through the on-line platform.

The College supports the Distance Education program in many ways. Faculty are supported with initial training sessions that not only provide information in how to use the system, but also in how to design the course. Both faculty and students have access to technical support 24 hours a day/7 days a week from the Help Desk, WEBSTUDY on-line help, and the Distance Education staff.

The College also established a Distance Education Users Group, made up of faculty members and distance education staff. This group meets to discuss best practices and needed improvements in the system, as well as to share ideas and practices. Through the financial support of the College Foundation, this group developed and hosted a distance education conference in 2017 ([ACA-32](#)). The program consisted of approximately 140 attendees from 40 different institutions ([ACA-33](#)).

**Extra-Curricular Learning Experiences**

Camden County College students may participate in multiple, on-going learning opportunities outside of the classroom, such as clubs, honor societies, on-campus lectures, and service events. For example, the Math and Science departments offer "Mole Day," "Pi Day," and "Earth Day." Each of these events provides students with the opportunity to attend a lecture by an outside speaker ([ACA-34](#)) or engage in a learning activity, such as building a rain garden to celebrate Earth Day ([ACA-35](#)). International Day, which celebrates all the different cultures represented on campus, is also an opportunity, in an informal setting, to learn about those cultures ([ACA-13](#)).

The Center at Camden County College (formerly The Center for Civic Leadership and Responsibility) has as its goal: “to create an informed citizenry through exploration of humanities, social sciences, natural sciences, and issues critical to a democratic society” ([ACA-15](#)). Its lecturers, events, and mini-courses introduce audiences to scholars, scientists, government officials, and business leaders to explore historical and current issues and discuss societal problems and their solutions. The Center programs are open to all students.

### **Camden County College Library**

Studies show that libraries have an impact on student success by helping students to develop the ability to locate, evaluate, and use information. Camden County College Library provides faculty and students with academic resources that support student learning as well as on-site librarians. In addition, study aids, a variety of study spaces, and computers are available to students. Resources include a print collection, reserve textbooks, over 100,000 academic electronic books, a wide variety of online journal databases, and media, etc. Students can access online library resources 24 hours a day, even when they are off campus. All students can request a Camden County College library card online or in person that guarantees their access to onsite and [online library services](#), as well as materials at the County library branches.

Information literacy is an important aspect of student learning. The librarians provide information literacy classes ([ACA-36](#)) and individual trainings as requested by faculty, that include information on how to cite references and how to avoid plagiarism. Through the library website students and faculty can access a variety of online academic as well as information literacy resources.

Students have access to librarians and all other services at the Blackwood campus when classes are taught. At the Camden campus students have access to the Paul Robeson Library at Rutgers University. There is a library liaison there who assists our students. While there is no librarian presence at the Cherry Hill location, students can access online services on site or remotely.

5. **at institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that:**
  - a. **offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgements outside as well as within their academic field;**
  - b. **offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with its mission, the general education program also includes the study of values, ethics, and diverse perspectives; and**

### **Criterion 5a and b address Requirement of Affiliation No. 9.**

Consistent with its institutional mission, Camden County College offers a general education program sufficient in scope to enhance students' (1) written and oral communication, (2) quantitative knowledge and skills, (3) scientific knowledge and reasoning, (4) technological competency, (5) society and human behavior, (6) humanistic perspective, (7) historic perspective, (8) cultural and global awareness, (9) ethical reasoning and action, and (10) information literacy.

Board of Trustee Policy 510 ([BOT-28](#)) adopted the New Jersey State-Wide General Education policy, embodied in the General Education Foundation Document ([ACA-18](#)). This document outlines the general education categories, learning outcomes, and credit hour requirements required for AA, AS, and AAS programs as well as for Academic Certificates (CT) and Certificates of Achievement (CA). In addition, the College adheres to the Middle States Characteristics of Excellence which, while similar, are distinct. To comply with the NJCCC General Education Policy, each program must fulfill the required general education category by mandating credit courses in that area. The General Education Courses are listed by category in the Academic Program Guide ([ACA-7c](#)). However, Middle States has a broader approach in which general education competencies may be embedded within courses. For example, to fill the technical competency requirement for NJCCC, the student must take a credit course such as Computer Literacy. Middle States, however, recognizes any course where the student learns computer skills: for example, Photoshop in photography classes, or Excel in a science class. In addition, a diversity course is only a requirement by the NJ general education guideline for the AA degree. To ensure all Camden County students meet this characteristic of excellence and are exposed to this global awareness perspective, the College requires all programs to include a diversity course in their curriculum. The College tracks compliance with both the NJCCC and Middle State through the program curriculum maps which are part of the Program Assessment Excel Files ([ACA-8](#)).

The Curriculum Committee is charged with ensuring that all curricula meet the General Education Requirements as expressed in the General Education Foundation Document. In addition, this committee is responsible for determining if new courses that wish to obtain General Education Status meet the criteria set in the "Guiding Principles" document ([ACA-37](#)). The procedure for internal and external approval of these courses is detailed in the Academic Assessment Plan ([ACA-2](#)).

The General Education Learning Outcomes are published in the Academic Program Guide ([ACA-7d](#)) and are stated on each Department Master Syllabus of a General Education Course. ([ACA-21](#)). The assessment schedule is described in the Academic Assessment Plan ([ACA-2](#)). The Degree Audit ensures that the students have completed the General Education requirements for graduation.

- c. **in non-US institutions that do not include general education, provided evidence that students can demonstrate general education skills;**

N/A



- 6. in institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula;**

N/A - Camden County College does not offer graduate and professional education.

- 7. adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third-party providers; and**

#### **Criterion 7 addresses Requirement of Affiliation No. 9.**

Camden County College is always seeking to provide students with the most appropriate, high quality educational experiences. To accomplish this goal, the College enters into agreements with third-party providers. Currently, the College is in two such partnerships, Our Lady of Lourdes School of Nursing (NOL.AS) and Massage Therapy (MAS.AAS). These programs are called “Cooperative Programs” or “Joint Programs.” Tuition and fees are collected by the College and revenue sharing is outlined in the formal contract between the parties ([ACA-A21](#), [ACA-A22](#)).

The syllabi and curricula for these programs are subject to the Camden County College academic process ([ACA-10](#)) ensuring that the same rigor and high-quality education is present. Each course contains Student Learning Outcomes which are connected to the program learning outcomes. The third party does assessment of these programs, as they deliver the program specific courses. The process is the same and the assessment data are submitted to the College Office of Curriculum and Assessment. The files, [NOL.AS](#) and [MAS.AAS](#), are also found in the Program Assessment Excel Files.

#### **Camden County High Schools – Dual Credit/High School Plus**

The College also provides the opportunity for High School students to earn college credit prior to their graduation through the Dual Credit High School Plus program. In this case, high school teachers deliver the established Camden County College course. Prior to this, a College faculty member from the appropriate department evaluates the school and certifies that the high school teacher has the correct credentials/experience to teach the course and that the school will follow the Camden County College Master Syllabus. Exams are also reviewed to ensure that they are of the same rigor expected of students enrolled in the class on the College campus.

- 8. periodic assessment of the effectiveness of programs providing student learning opportunities.**

#### **Criterion 8 addresses Requirement of Affiliation No. 9.**

All programs at the College are assessed in two ways. The first is an annual assessment of both program and general education Student Learning Outcomes. Each program must assess all of its program outcomes in the course of two academic years. The faculty determine which outcome is to be assessed and what assessment tool is to be used. Data are collected and analyzed and

reported to the Office of Curriculum and Assessment ([ACA-2](#)). General Education outcomes are assessed both formatively (through individual general education courses) and summatively (Educational Testing Service exam). The assessment process as well as the assessment data are evaluated and the results communicated back to each department through the Program Assessment Excel Files ([ACA-8](#)) and published on the College's shared drive.

The second prong of the assessment process is the Academic Program Review (APR). Each program completes this analysis every five years (unless their accreditation body requires a different schedule). The Academic Program Review not only looks at Student Learning Outcomes, but also the indicators: enrollment, retention, graduation, transfer, and syllabus analysis, for example ([ACA-23](#)). The data are reviewed by the faculty who then report their findings, analysis, and an action plan to the Dean. Based on this assessment data, decisions are made regarding curricula, scheduling, allocation of resources etc. The process is discussed in more detail in Standard V.

## **Analysis**

Camden County College provides multiple offerings that include career and transfer programs, developmental and ESL education, as well as school, community, and workforce training programs. Program Learning Outcomes are identified in the Academic Program Guide. All career and transfer programs include general education courses in accordance with NJCCC, accreditation standards, and program learning outcomes.

The curriculum process, which is led by the Curriculum Committee, is well defined and includes faculty, administrators, and content discipline experts. All programs are assessed through the Academic Assessment Plan annually and Academic Program Review every five years. Multiple programs are also nationally accredited. The College has oversight for student learning opportunities offered in partnership with third-party providers.

Faculty, Teaching Administrators, and Adjunct Faculty are qualified for their positions and take part in professional development opportunities at the College and beyond. Full-time tenured faculty are able to participate in a unique evaluation process, Partners in Learning. This teams two faculty members to collegially evaluate each other's strengths and provide feedback for improvement. Highlights of faculty accomplishments are presented to the Academic Affairs Committee and to the Board of Trustees.

Student success continues to be a top priority for the College regardless of delivery mode. The faculty implemented multiple instruction designs to accomplish this goal. During this self-study, the College recognized an opportunity to become more inclusive and collaborative across Academic Divisions and with part-time faculty.

## **Recommendations**

1. Create a forum for sharing "best practices" arising from the "Partners in Learning" process.
2. Extend professional development opportunities to adjunct faculty and staff.

## MIDDLE STATES STANDARD IV: SUPPORT OF THE STUDENT EXPERIENCE

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

**The entire Standard Addresses Requirement of Affiliation No. 10.**

**An accredited institution possesses and demonstrates the following attributes or activities:**

- 1. clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation of success and are compatible with institutional mission, including:**

The Mission of Camden County College (CCC) has always been the success of its students. This was very clearly articulated in the 2017 strategic goal: “Foster student success through high-quality learning experiences and support services” ([BOT-11](#)). This support is both financial and academic. To that end, the College has clearly stated ethical policies and processes, which are used in the admissions process in order to increase retention and overall student success.

### **Admission**

Admission to credit programs and courses is open to all persons with a high school diploma or a general equivalency diploma (GED) or other persons 18 years of age or older ([ESS-3d](#)). Admission at Camden County College adheres to the Policy on Non-discrimination (Title IX) and the Equal Opportunity/Affirmative Action and the Rehabilitation Act of 1973 ([ESS-3d](#)). Decisions of admission, recruitment, financial aid programs, access to course offerings, and vocational programs are not made on the basis race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, sex, familial status, domestic partnership status, disability, or handicap.

Prospective students receive information about admission from multiple offices including the Recruitment Office, admissions, and the Division of School, Community and Workforce Training. The College website offers comprehensive information as does the Student Handbook ([ESS-3e](#)), and the College Catalog ([ACA-6c](#)). These include the “Six Easy Steps” which succinctly guide the student through the enrollment process. The website also provides information directed to specific cohorts of students; for example, the page for [adult students](#) has information on day care and evening classes, while the page for [International students](#) has information regarding their visa requirements. These publications provide a wealth of program and policy information and are reviewed and updated annually by Enrollment and Student Services personnel.

The Division of School, Community and Workforce Training also maintains a webpage that provides admission information specific to [high school students](#) (such as Transition to College and Dual Credit programs) as well as continuing education and work force training programs.

Information is also distributed during on-campus events such as the annual Open House and “Meet CCC” nights, which are held several times a year. Faculty, instructors, Program Directors, and Deans are present to guide students through the admission process by answering questions and providing brochures with the most current information. The program, “College for a Day” not only provides information, but also includes placement testing, tours, presentations, and registration. These events have been very successful. For example, “College for a Day” had participants from 17 different Camden County high schools. Seven hundred and fifty-one (751) seniors took the Accuplacer exam required for admission and 425 students registered for Fall 2017 classes.

Once admitted, a student may opt to apply to a selective program, such as Dental Hygiene. These programs have additional admission criteria such as criminal background checks and medical clearances. This information is provided by the specific programs and is included in the Academic Program Guide ([ACA-7e](#)).

### **Retention and Success**

In 2013, the College revised the Academic Progress Policy ([ESS-3f](#)) to more closely mirror the Financial Aid USAP criteria. After final grades are posted in the fall and spring semesters, students falling within the academic probation parameters are identified. These students are mailed a letter encouraging them to visit the Advisement Center at any of the three College locations to discuss upcoming steps and available support. Student success workshops are offered to this population each spring to promote successful academic habits and provide resources for handling difficult life situations.

One barrier in the registration process identified by student surveys was the fact that Student Services was physically decentralized, with services spread throughout the campus. The 2010-2016 Strategic Plan ([IEP-2a](#), [FAC-1a](#)) included the consolidation of all student services into one building, Taft Hall. Since the Taft Hall renovation, students can now find registration, records, and financial aid in one location. In addition, the math and English labs and the open access computer labs were added to Taft to enhance the accessibility of those support services. The one-stop student services center has enhanced the student experience as seen in the Noel-Levitz surveys ([IEP-10](#)).

To ease the financial burden of attending College, in Fall 2015, the College enhanced the payment plan. This plan now includes multiple options ranging from two to six payments extending over a period of up to six months. All students who register for any number of credits during the Fall and Spring semesters are eligible to participate in the payment plan. Plan participation, as a percentage of overall enrollment, has steadily increased. For example, there was a 7.7% increase in plan users from Fall 2015 to Fall 2016. Additional retention initiatives are discussed in Standard V, [criterion 3g](#).

- a. **accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds;**

Camden County College provides accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment and refunds in several ways to all the various stakeholders.

### **Expenses**

The College provides comprehensive information regarding the cost of attendance on the College website's [Tuition Payment](#) page. This information is updated annually. Students are charged tuition based on in-county and out-of-county residency status. Cost of attendance is also clearly outlined for international students on the [Tuition and Payment](#) web page. The [Net Price Calculator](#) helps students estimate the total cost of attendance. The calculator also shows the estimated cost of tuition and fees, room and board, books, and miscellaneous expenses and subtracts grant aid to determine a final projected cost.

### **Financial Aid**

Camden County College participates in multiple financial aid programs. The Financial Aid Office offers a detailed [website](#) to provide prospective and continuing students with information related financial aid [eligibility](#). The FAFSA application [procedure](#) is provided as well as a [video tutorial](#) for visually inclined learners. The College encourages students to calculate aid eligibility and educational costs by linking to an interactive FAFSA [worksheet](#). The website anticipates common [questions](#) and provides information about textbook-purchasing [assistance](#), federal [grants](#), state [aid](#), federal [work study](#) options, tuition [waiver](#) opportunities, and available [scholarships](#). The College also explains financial aid limitations for developmental course credits in the [Satisfactory Academic Progress Policy](#) section of the website, allowing students to plan accordingly. On the financial aid website, loan information is available for [transfer students](#), and existing enrollees can understand the impact of “[satisfactory academic progress](#)” on possibilities for receiving continued aid. Students are able to see the status of their financial aid and their charges on Web Advisor at any time.

### **Loans, Repayment, and Refunds**

The Business Office provides detailed information to new and continuing students that can be accessed in person or via the [payment plan website](#). Information on the website includes topics such as the following: [financial aid options](#) (according to a student's status as a “dependent” or “independent” person), information about “Private loans” and “Parent loans” for undergrads, clarifying deadlines for federal loan requests, and advisement regarding the students' comprehension of loan exit counseling.

The Business Office shows students how to [request a refund](#) and explains how much of the original tuition payment students may receive, depending on the course drop-date. Between the material on this site and that of the Financial Aid Office's pages, students can gain knowledge that positively impacts their ability to afford a higher degree.

## Grants and Scholarships

Federal aid awards include PELL grants, Supplemental Educational Opportunity Grants, Iraq/Afghanistan Service Grant, and work-study programs. State aid includes New Jersey (NJ) Tuition Assistance Grants, the Educational Opportunity Fund, and NJ Best ([IEP-6](#)).

Since 2007, the number of scholarships awarded by the College Foundation has more than doubled and the total monies awarded has more than tripled. This is due in large part to a \$400,000 commitment from the William G. Rohrer Charitable Foundation. Currently over 200 students receive scholarships ([IAD-A1](#)) and the total amount of scholarships distributed is over \$150,000 ([IAD-A2](#)).

- b. a process by which students who are not adequately prepared for study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals;**

Camden County College requires that all incoming students take the [Accuplacer placement test or submit required documentation for exemption](#) (SAT, CLEP, AP and PARCC are the current exceptions). The placement test determines a student's skill level for placement in English and Mathematics. Testing is offered at all three locations and is available six days a week in Blackwood. The Testing Center, which oversees the administering of the Accuplacer test, maintains a website which offers [information](#) for placement test preparation, outlines its [retest policy](#), provides preparatory materials such as free access to EdReady instructional math software, reading and writing tips, and practice exams.

In an attempt to determine the accuracy of the placement test, a validity study was performed by all 19 NJ community colleges in 2009. As a result, Camden County College adjusted the cut scores. A further modification was made in 2014, adding multiple measures of college level reading to determine eligibility for ENG 101.

More recently, in 2016 the College adopted exemptions based on the Partnership for Assessment of Readiness for Colleges and Careers (PARCC) exam. This is a set of assessments used in New Jersey that measure student preparedness in English Language Arts/Literacy and Mathematics. These placements are used in conjunction with state recommendations removing barriers for students. In addition, the Testing Center began offering the HiSET high school equivalency test in place of the TASC. The new test, which is offered completely on the computer, allows students to take the test in sections and is easier to administer. In addition to academic testing, the College has introduced an online program, Career Coach, which facilitates career and program identification.

## Support

Once placed in an appropriate educational level, the College provides several means of support to help the students achieve their goals of successfully completing their programs in a timely and financially responsible way.

## **Academic Skills English Department**

Two barriers to student success for those in remedial classes is added time to degree completion and financial aid credit limitations. The Academic Skills English Department addressed these two concerns by reducing the course sequence from three levels each of reading and writing, to the current two-level sequence. This was accomplished through the elimination of Reading Skills I and Writing Skills I.

Students testing into the lowest level of reading and writing are placed into a new course “Pathways to Reading and Writing”. Students who successfully complete this course, or who have a recommendation from the instructor, are able to retake the placement test to move forward to higher level courses.

The department also created a four-day, one-credit Reading II Express course, which permits students with the highest-level Reading II placements to complete Reading II quickly. Eighty-three percent (83%) of students pass the course, compared to 74% of students whose identical placements put them in a 15-week Reading II course.

In Spring of 2018, the College will pilot Accelerated Learning for students placing into the highest levels of Level III. This is an effort to continue to streamline the course sequence. The Accelerated Learning Program gives the student the option to take both College Level English (ENG 101) and ENG 055 (a 3credit combined reading and writing course) at the same time.

Additional support for the Academic Skills students includes an intrusive advisor at the Camden Campus. The advisor tracks both academic and non-academic issues and works to support student success.

## **English as a Second Language (ESL)**

The College’s ESL Department provides English-language training to United States residents who are non-native speakers of English and to International Students attending the College. The ESL curriculum focuses on three major linguistic areas: academic, functional, and cultural. This approach assists students in preparing for college study in the United States, offers career skills for the workforce, and provides English skills for adaptation to American society. The ESL Department supports these students through faculty advisement and tutoring labs on both the Blackwood and Camden campuses. These labs are dedicated to ESL students and staffed by a part-time lab coach and ESL adjunct instructors. Since Spring of 2013 through spring of 2017, the ESL labs have had almost 9,000 visits ([ACA-38](#)).

In 2015, the ESL Department reviewed placement data and academic results leading to a reduction in course sequence from four levels to three. The course credits were increased from 3 credits to 4 to allow an approach which combined grammar and writing. In order to continue to serve those at the lowest end of the spectrum, a Continuing Education course, “English for Daily Life and Work” was created. Between 2007 and 2017, 448 students enrolled in that course however, only 57 went on to take credit ESL classes ([ACA-39](#)). Based on this statistic, the ESL department has

reestablished the lowest level ESL course. The new sequence is better suited to support them in reaching this goal.

## **Garden State Pathways**

Part of the College's Mission is to make higher education accessible to all. Students with intellectual disabilities benefit from attending college, both socially and academically. The College was awarded a five-year, 2.5-million-dollar Department of Education grant to support these students. Camden County was one of 22 colleges and universities nationwide, and one of four community colleges to be awarded this grant. Through this funding, the Garden State Pathways Program was developed. The program integrates academics, job experience, and interaction with their peers. The program is described on their [website](#) and [brochure](#). This certificate allows students to individually combine pre-college courses, vocational training, and credit-bearing courses according to their ability and interests ([ACA-7f](#)). The program accepted 60 students from 2011 to 2015, and of those students 40 (67%) completed the program receiving the VOC certificate. ([ACA-40](#)). Currently there are 14 students enrolled in the program.

## **iPOWERS**

Camden County College was awarded a five-year Title III grant in 2013. Also known as Improving Preparation and Orientation Works to Enhance Retention and Success ([iPOWERS](#)), the grant focuses primarily on students who test into remedial mathematics. These students are able to access the software program, EdReady which provides a diagnostic assessment and a customized course of study to prepare them to retake the placement exam. Retaking the placement exam provides the student the opportunity to reduce the number of courses required to complete developmental coursework. This software can be accessed through the Math Lab or from home. In year two of the grant, 289 students retook the placement exam after using the EdReady software and of these students, 135 (46.7%) increased their placement level. In year three, 1343 students used the grant services and of those, 871 used EdReady (64.9%) and 228 students of those that took advantage of EdReady retested with 135 increasing their placement (59.2%) and 65 of the 135 placed into College Math (48.1%). Tracking the students who used the EdReady software showed that 90% of these students passed a developmental course within three years whereas those who did not use EdReady had only a 70% pass rate ([IEP-7](#)). For the Fall 2014 cohort, 45% of those students using iPowers services enrolled in a College Level Math course sometime in the next six semesters. Of these students, 70% were successful as compared to 63% who did not use these services ([IEP-A4](#)).

EdReady has also been used in the broader community which Camden County College serves. Since integrating EdReady into the College process, the iPOWERS staff expanded use to local high schools including, students preparing for the SAT, nursing students, and, most recently, the Adult Basic Education program of the College.

## **Tutoring**

Camden County College offers free tutoring services at the Blackwood, Camden, and Cherry Hill locations. The schedule is designed around course offerings and is published on the [Tutoring](#)



[Center website](#) and is updated each semester. The College also provides on-line, one-on-one tutoring through GradeResults. Additional online tutorials are included on the [website](#).

In addition to traditional tutoring, the Tutoring Center offers “[Workshop Wednesdays](#).” These sessions address the students’ need for study and time management skills, coping strategies for dealing with test anxiety, and coping strategies. To accommodate those who are not able to come to campus, the tutoring center has recorded various workshops and included them on the website.

In Fall 2016, there were nearly 2,500 student visits to the Blackwood and Camden locations of the Tutoring Center. Through TutorTrac, the Tutoring Center records the students’ use of the service, including the subjects in which they received help.

In addition, various professors facilitate peer tutoring opportunities to their students, some formal and some informal. An example of a more formal practice in Elementary and Intermediate Spanish classes is detailed along with assessment findings and progress results in the appendix ([ACA-28](#)).

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

**Criterion 1c addresses Requirement of Affiliation No. 8.**

The College offers orientation, advisement, and mentoring programs to the general population as well as specialized services for Educational Opportunity Fund (EOF) students, International students, NJSTARS (state sponsored scholarship program for high school graduates which covers tuition and some fees at all 19 NJ community colleges), Veterans, and students with disabilities. The College has an Honors Program for those students who qualify and are pursuing an Associate Degree in any major.

**Orientation**

The College currently offers a one-day general New Student Orientation before the fall and spring semesters. The fall event is typically attended by 400 - 500 students and their families, while attendance in spring is less than 100. The agenda ([ESS-12](#)) includes a series of presentations about the College’s services, supports, policies, and procedures, followed by breakout sessions with departmental faculty. The sessions also provide information to specific cohorts, such as International Students, NJStars, and EOF. Programs, such as Dental Hygiene, Practical Nursing, and Dental Assisting offer specific orientations for their newly enrolled students.

In summer 2015, the College piloted a three-day “Introduction to College” course which targeted high school graduates who had attended CCC’s “College for a Day” registration events. Addressing individual learning styles, career and academic program discovery, available support, and advice for navigating college, the course was initially well-received, with 70 students in attendance. In summer 2016, iPOWERS staff assumed the project, expanding outreach to all incoming students with sessions at the Camden campus and a modified version for dual-enrolled high school students, resulting in an attendance of 172 students. For summer 2017, the College expanded the number of sessions of Introduction to College, offering it in a two-day format at all

three campuses. However, attendance significantly dropped and attrition increased, resulting in a decision to return to the one-day format. While the College intends to continue the in-person, one-day New Student Orientation, an on-line orientation module has also been purchased to expand options for orientation.

### **Advisement Center**

The Advisement Center provides one-on-one guidance to ensure students a seamless transition through degree or certificate completion. Students are seen by full and part-time staff at all three locations, with the largest concentration in Blackwood, where on average over 20,000 (duplicate) students are seen per year. Specialized advisors and workshops are available to unique cohorts of students, including NJStars and students on probation. Student schedule-builders help students to register, allowing advisors more time to concentrate on transfer, course selection, and degree completion.

### **Faculty Advisement**

In the fall of 2014, the College launched “Project Connect”, a multi-day advising event at which students could connect with a faculty member in their discipline. While this project was very successful the first time offered, participation dwindled, and a decision was made to discontinue the program. Advising returned to the advisement center and discipline-specific discussion continued with the Faculty. Students in selective programs and majors are routinely advised by their Chair, Coordinator, or Program Director. Probationary students must be advised by the Department Chair, Coordinator, Director, Advisor, or Dean before they can register for their classes.

### **Retention Liaison**

In the Spring of 2017, a College faculty member was granted release time to act as a retention liaison. One of the first steps the Liaison took was to survey the faculty to determine what types of processes were being used to increase retention. The survey indicated that a great deal of work was being done in this area. Of those responding, 46% of the faculty use peer mentoring in their classes, 53% tutor students outside class, and 14% engage students in social media outside class. Twenty-one percent (21%) utilize the practice of dropping student’s lowest exam grade, and 69% allow absent students to make up missed exams. The yearlong study produced several recommendations for increasing retention, such as increasing adjunct faculty engagement, increasing communication about grades, a general attendance policy, intrusive advisement, small class size, and decrease cost for textbooks. Data and recommendations from the study are currently being evaluated ([ACA-41](#)).

### **Office of Disability Services and the Deaf and Hard of Hearing Program**

The Office of Disability Services and the Deaf and Hard of Hearing program provide comprehensive services to inform, enroll, and support students with disabilities. Informational resources about available services for students and faculty can be accessed at their websites, [Disability Services](#) and [DHH Program](#).

## Educational Opportunity Fund (EOF) Program

The Educational Opportunity Fund (EOF) Program is available to a specific cohort of students. This program authorizes state funds specifically to first-time, full-time students with financial need who require developmental education. EOF provides orientations, intrusive advisement, and workshops to bring students to the College and support them until degree or certificate completion ([ESS-A3](#)). The application, contact information, and eligibility requirements are listed on the [EOF webpage](#).

## Veteran Services

For three successive years, Camden County College has been recognized as a Military-Friendly School. In 2016, the Office of Veteran Services served 411 students in credit, non-credit, and police academy programs. The Office provides a variety of [resources](#) and referrals to currently enrolled student veterans, their spouses, and dependents. Services include mental health referrals, identification of federal, state, and county services, tracking of academic progress, maintenance of approved programs, submission of grades for Vocational Rehabilitation and Tuition Assistance, and advisement regarding credit for prior learning and degree completion. Students can find the application, certification process, and GI Bill information on the website. Camden County College's veteran population retention and graduation rates are comparable and in some cases better than the institution's rates.

**Figure 4.1: Veteran Retention and Graduation**

Metric	Veterans' Fall 2012 First-time, Full-time Cohort	Institution's Fall 2012 First-time, Full-time Cohort
<b>150% Graduation Rate</b>	14.6%	15.0%
<b>Year 1 Retention Rate</b>	81.3%	84.0%
<b>Year 2 Retention Rate</b>	65.6%	59.0%

## International Students

Camden County College's International Student Services Office (ISSO) serves approximately 300 International students each semester. The International Student Services Office monitors the students' compliance with USCIS (United States Citizenship and Immigration Services) rules and regulations and provides students with personal advisement. The [ISSO website](#) outlines the application requirements, the English Language Program requirement, the evaluation and transfer of foreign credentials, and the tuition and expenses. Moreover, the ISSO clarifies sponsorship requirements, responsibilities of an international student, extension procedures, optional practical training, and on-campus employment requirements.

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

Camden County College recognizes the need to increase certificate and degree completion, transfer to other institutions, and post-completion placement. To that end, the College has undertaken multiple strategies to enhance the successful achievement of students' educational goals.

### **Guided Pathways and Student Planning**

Currently the College uses Degree Audit to assist students in planning their educational path. This information is available to the students through WebAdvisor. The program provides a checklist of what courses are needed and what have already been completed. To enhance advisement and guide the student in the most efficient way through degree completion, the College purchased the Student Planning module of Ellucian Colleague. Initial setup started in February 2017, was piloted with specific programs in Summer and Fall 2017. A full rollout in spring for Fall 2018 registration is planned. Its implementation supports the Guided Pathways initiative and will aid realistic planning for degree completion based on course availability and students' needs. The program will allow advisors to track students' progression and produce alerts when students digress from the plan. As part of this project, the system now indicates the semester the course is offered, allowing students to plan their course sequence more accurately. Documentation and assessment is ongoing in planning for implementation.

Camden County College is one of the 14 New Jersey Council of Community Colleges members that have committed to the implementation of the Guided Pathways initiative. This process develops integrated, coherent academic program pathways with embedded support services so that students are provided clearer roadmaps and enhanced supports from entry to completion. A cross-sectional team of faculty and staff was formed in February 2017 to pioneer this work and are developing short and long-term goals for the initiative ([ACA-42](#)). In addition, College representatives regularly attend workshops and webinars presented through the New Jersey Student Success Center. The new College leadership has unified the academic and student services portions of the project. Efforts have begun to identify career clusters to be used to pilot the program beginning in Fall 2018.

### **Transfer**

The New Jersey Comprehensive Statewide Transfer Agreement, adopted in 2008, provides a seamless transition for students transferring between public institutions of higher education. An A.A. or A.S. degree from a New Jersey community college is fully transferable as the first two years of a baccalaureate degree program at a New Jersey public four-year institution. Coupled with the NJ Transfer website, which details the community college courses that fulfill both the programmatic and general education equivalents between the two schools, transfer within New Jersey is virtually seamless.

In addition to the above, the College pursues and manages articulation agreements with four-year institutions outside New Jersey and program-to-program agreements inside the State as well. The College's [transfer website](#) is maintained with current agreements ([ESS-13](#)), and the College community is informed as agreements are signed or updated. Advisors work with students to identify their institution of choice and advise them through the transfer process.

In 2014, the College entered into a premier partnership with Rutgers University-Camden, offering bachelor degree programs onsite in Criminal Justice, Psychology, Business, Liberal Studies, and Political Science. A full-time Rutgers staff member is assigned to the Blackwood campus, seeing student referrals from advising and offering informational workshops and instant-decision events. Rutgers University-Camden also offers a [Bridging the Gap scholarship](#) to CCC graduates, which closes the gap between federal and state sources of financial support and the balance of tuition and fees.

Camden County College's partnership with Rutgers University is not exclusive. Approximately 40 institutions attend Transfer Fairs in Blackwood during the fall and spring, and approximately 15 institutions attend the Camden City campus fair each spring. The most popular institutions visit the three campuses at least once per semester. Rutgers and Rowan Universities are CCC's largest transfer institutions (each transferring approximately 300 students per fall) and offer events on site for incoming students.

The College also has a robust nursing program, having partnerships with Our Lady of Lourdes Medical Center in Camden city as well as with Rutgers, New Brunswick. Thomas Jefferson University is another transfer institution committed to degree completion for our students. Because the interest in allied health careers is so great, CCC has appointed a Nursing Advisor who offers [workshops](#) to nursing and all allied health majors to discuss transfer options and requirements.

## **Career Center**

The Career Center is housed on the Blackwood campus, with the part-time administrator spending one day per month at both the Camden and Cherry Hill locations. The Center posts [jobs](#) for a variety of skill sets and salary requirements for which students may apply. To prepare students for placement, staff provide individual career counseling and job placement appointments as well as resume and cover letter workshops.

In the fall of 2016, the College purchased [Career Coach](#), an online program designed to help users complete a career assessment, preview careers, and review current local data on wages, employment, job postings, and associated education and training. The software links to related CCC programs of study. Career Coach is offered free to the public, promoted in the public schools, and offered to all students coming through the Advisement Center. From September 2016 through September 2017 there have been 8,978 visits to the site, 855 completed assessments, 536 visited the resume builder and 151 completed their resume ([ESS-14](#)).

## **Workforce and Customized Training**

The Division of School, Community and Workforce Training offer a multitude of programs serving high school students, non-traditional students, and those in the workforce ([ACA-A24](#)).

### **HOLTEC International**

The County of Camden connected HOLTEC with Camden County College and the New Jersey Department of Labor (NJDOL) to support HOLTEC's recruitment, hiring, and training needs. Through a partnership with CCC, Camden One Stop and the NJDOL, an extensive program has emerged aimed at developing the local workforce required to support the hiring demand for their new manufacturing facility in Camden city. The Corporate Training Institute staff customized a 210-hour Welding Technician program for HOLTEC International.

At the time, the Corporate Training Institute did not have a welding lab to support this initiative. However, CCC leveraged the resources of the TAACCCT grant which provided funding to purchase the equipment necessary for this new welding program. Camden County College scheduled information sessions whereby representatives of HOLTEC were able to interview and recommend candidates best suited for the training program. A total of three cohorts completed the training, totaling 26 graduates, of which 14 were hired by HOLTEC.

### **NJBIA Basic Skills Grant**

In July 2016, the New Jersey Business & Industry Association (NJBIA) partnered once again with the New Jersey Community College Consortium for Workforce and Economic Development. NJBIA, an employer association with over 23,000 member companies in various industries throughout the State was awarded a new Basic Skills Workforce Training Grant. The training grant was awarded to help address the basic skills training needs of NJ employees in the areas of Computer Skills, Verbal and Written Communications, Customer Service, Math and Measurements, English as a Second Language, and Workplace Spanish.

As a dedicated partner to the New Jersey Community College Consortium, the College successfully implemented 75 classes for 108 businesses, training 1025 employees. Participation in the NJBIA training initiatives has enhanced CCC's visibility within the business community allowing it to forge new partnerships and strengthen existing ones. CCC delivered classes for industry-wide businesses including: Retail, Banking & Finance, Manufacturing, Pharmaceutical, Hospitality, Healthcare, and Transportation, Logistics and Distribution (TLD).

### **Manufacturing Training for Dislocated Workers**

The College partnered with the New Jersey Community College Consortium for Workforce and Economic Development and the Camden County One-Stop to implement CNC/Fabricated Metal Manufacturing training. With support from manufacturing industry employers, the College trained 13 individuals in CNC Fabricated Metal Manufacturing resulting in program completion, NIMS certification attainment, and job placement for 8 graduates.

## **The Career & Technical Institute of Camden County College (CTI)**

The Career & Technical Institute (CTI) of Camden County College in partnership with the Camden Coalition of Healthcare Providers and the Rowan University/Rutgers-Camden Board of Governors has developed a Certified Medical Assistant program geared toward recent graduates from the Camden city school district. The objective of this training is to provide Camden city out-of-school youth with an opportunity to participate in a high-demand job training program that leads to a livable, sustainable wage. Thus far two cohorts of students have completed the program which included recent Camden city high school graduates and various community students not recruited through the consortium.

The Career and Technical Institute of Camden County College in partnership with ASPIRA Inc. of NJ has begun offering twilight trade training programs to youth and minority students in the building trades. Thus far three training programs have been completed. Students from this training cohort are currently receiving job placement assistance in their field of study. Two additional training programs are currently running.

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

### **Transfer Credits**

Transcripts of incoming students are evaluated once the students submit their initial registration. Policies and procedures regarding evaluation and acceptance of transfer credits are clearly outlined on the Admissions [website](#) where the [transfer of credit policy](#) is accessible. Students who have attended or are attending a regionally accredited college or university must provide official transcripts of all previously attempted college credits to have the credits evaluated for transfer. Courses only with completed grades of C (or equivalent) or above will be evaluated for transfer. Transfer students must complete at least 30 credits of their degree at Camden County College (or at least 50% of the required credits for a certificate program).

International students who wish to transfer credits earned in their home countries have the responsibility of having their transcripts evaluated by the American Association of Collegiate Registrars and Admissions Officers (AACRAO) International Education Services. Transcripts can also be reviewed by an evaluator of foreign credentials who is a member of the National Association of Credentials Evaluation Services (NACES), such as World Education Services (WES), and submitted for evaluation to the Office of Records and Registration.

Students who have taken an Advanced Placement (AP) course and passed the test with the required score needed in one of the approved subject areas may submit official documentation for credit. Additional information is provided on the College website regarding how to submit scores and a listing of [AP courses](#).

## Credit for Prior Learning

The College awards credit for life experience through CLEP and DANTES testing as well as military and ACE evaluations, institutional exams, and portfolio review. The College also has a number of partnerships resulting in credit for technical training. Students can access [credit for prior learning options](#) through the Testing Centers, Adult Students, and Academic Affairs webpages. The College recently joined [NJPLAN](#), a consortium of New Jersey colleges and universities providing an opportunity for students to earn credit toward their degrees through prior learning assessment (PLA).

- 3. policies and procedures for the safe and secure maintenance and appropriate release of student information and records;**

## Security of Student Records

The College has a Network Security Administrator to ensure that its data environment is secure and to develop guidelines to prevent data breaches. The College's student information and reporting systems (i.e., Colleague, Colleague Reporting, and Informer) are limited to on-campus access, reducing potential vulnerabilities. Scanned student records are stored in a state-certified document management system, OnBase. Access is granted only by request from the functional owner or managing director of the records. The Records and Registration office is responsible for the preservation of information and records. Their established records-retention policy coincides with the retention schedule published by the New Jersey Division of Revenue and Enterprise Services, Records Management Services.

## Release of Student Information

The implemented Family Education Rights and Privacy Act (FERPA) policy is articulated in the College's [catalog](#) and website. A [Universal Release Form](#) is available on the website and in the Office of Records and Registration. All Universal Release forms are recorded on the college operating system (Colleague). The Universal Release form is in effect unless authorization is revoked in writing. FERPA is discussed at all New Student Orientation sessions. The self-study process revealed that formal education for faculty and staff has not been consistent. A plan is now in development to include this information in New Employee Orientation as well as in professional development and annual compliance.

- 4. if offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs;**

## Athletics

Committed to student success, the Department of Athletics offers intercollegiate and recreational programs, including a fitness center. Camden County College is a Division III School that is regulated by [National Junior College Athletic Association \(NJCAA\)](#) and is compliant with [Title IX](#). The College's Athletic Department currently offers 12 intercollegiate men's (6) and women's



(6) sports. [Eligibility requirements](#) are accessible on the college website. Academic advisors are informed of these requirements and scheduling parameters of the various sport teams in order to help athletes maintain compliance and complete their degrees. All student athletes are provided with the necessary resources to develop skills in academic preparedness, to stay competitive in their sport, and to pursue their educational goals at CCC and beyond ([ESS-A4](#)).

## **Student Life & Activities**

The Office of Student Life and Activities (OSLA) provides open access to programs, activities, and clubs that recognize diversity and enrich the students' college experience. The Office provides opportunities for students to develop leadership skills and pursue personal and professional goals. The [OSLA's website](#) details events and activities as well as the criteria and process for participation in student government and clubs.

The OSLA offers extracurricular activities such as trips, Spring Fling, the Welcome Back Barbecue, food drives, coat drives, blood drives, and community-outreach programs. Depending on the interest, Student Life offers 10-20 [student-led clubs](#). The College has a fully functioning radio station, [WDBK 91.5 FM](#), where students interested in broadcasting and communications gain hands-on experience. The student newspaper, [Campus Press](#), covers the spectrum of student activities and interests. The College invites students interested in journalism or communications to join the editorial, administrative, and advertising staff.

The Office relies on the student government association to help with planning activities for the student body. New officers are elected each academic year. Students interested in student government must meet eligibility requirements and may download the application [online](#) or apply in person.

The OSLA offers mental health service referrals to currently enrolled students to ensure that while pursuing their education, they maintain their well-being.

### **5. if applicable, adequate, and appropriate institutional review and approval of student support services designed, delivered, or assessed by third-party providers; and**

## **Student Wellness**

Camden County College is concerned about every student's well-being. Many students face challenges as they transition to College. Students who are dealing with personal issues, substance abuse, feelings of depression, or prolonged sadness or anger are encouraged speak to a student advocate in the Office of the Dean of Students or the Department of Public Safety. Resources are available on the College [website](#) with specific numbers in the event of a crisis. Students in immediate crisis are now referred to The Twin Oaks emergency mental health treatment facility in Cherry Hill, New Jersey, as the previous vendor was unable to see students in a timely manner. Data are now being collected to assess the efficacy of the new provider. In non-crisis situations the students can contact the Dean of Students office ([ESS-5](#)).

## **6. periodic assessment of the effectiveness of programs supporting the student experience.**

The College is committed to student success and supporting the student experience. The leadership is focused on enrollment, recruitment, retention and graduation. In the last ten years, many significant projects in support of student experience have been completed ([IEP-2](#)). However, it was noted during this self-study that the existing Enrollment Management Plan needs to improve in the area of documenting the collection, analysis, and use of assessment data.

### **Analysis**

Camden County College is committed to student success and recognizes that support services are essential for this success. During the last 10 years, Camden County College has addressed and attempted to address barriers preventing students from obtaining their educational goals. These actions have engaged all areas of the College, including facilities, financial aid, student services, academic affairs, budget and finance divisions in supporting deliberate decisions and initiatives aimed at improving student retention and completion.

Academically, revision to remedial course sequences occurred to allow students to move into college level work with less time and cost. Development of tutoring options at all three locations, with some labs dedicated specifically to ESL, Developmental English, and Developmental Math students have been vital to reducing barriers to completion. These changes are examples of cross institutional collaboration and allocated resources to support and benefit students.

Additionally, the College adopted the Guided Pathways model to improve student completion. Initial implementation steps included clustering the common academic areas in the Academic Program Guide and incorporating Career Coach data and transfer information into each area. Complementing work done on Guided Pathways is the implementation of the Student Planning module of Colleague, allowing students and staff to monitor progress through the curriculum as well as milestone attainment and/or diversions from the path.

The self-study process revealed that unit plans need to be more specifically tied to the mission and strategic goals of the College. To that end, Academic Affairs has begun development of an Academic Master Plan. This plan will not only link initiatives to Mission and Goals but also provide assessment rationale for those initiatives including evaluating outcomes. The Academic Master Plan, once completed, will serve as the prototype for all other College plans. While the College continues to expand its efforts to increase student success, it is clear that assessment data collection and analysis, documented use of results needs improvement.

### **Recommendations**

1. Create an Academic Master Plan inclusive of Guided Pathways principles.
2. Update Enrollment Management Plan, including the improvement of measurable assessment indicators.
3. Increase use of assessment data in decision making, loop closures, and allocation of resources in Student Services.
4. Complete FERPA training for all faculty and staff.

## **MIDDLE STATES STANDARD V: EDUCATIONAL EFFECTIVENESS ASSESSMENT**

**Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their programs of study, degree level, the institution's mission, and appropriate expectations for institutions of higher learning.**

**The entire Standard addresses Requirements of Affiliation Nos. 8, 9, and 10.**

**An accredited institution possesses and demonstrates the following attributes or activities:**

- 1. clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission;**

### **Institutional Learning Outcomes (ILO): General Education**

At the institutional level, Educational Goals are stated as General Educational outcomes. These outcomes are strictly defined by the New Jersey Council of Community Colleges (NJCCC). This agency fosters a "collaborative autonomy" among the 19 NJ community colleges, leveraging this cooperation for both financial and educational benefits. In 2007, the NJCCC began a revision of the state General Education program. They charged the General Education Coordinating Committee, a group of faculty and administrators from all 19 NJ community colleges, with the task of deciding the outcomes for each general education category as well as which courses would satisfy these criteria and be designated as general education courses. The outcomes are articulated clearly in the NJCCC General Education Foundation Document ([ACA-18](#)). The Guiding Principles Document ([ACA-37](#)) describes the requirements for new courses to obtain general education status.

Camden County College is committed to providing each student with an educational experience that fosters respect for the intellectual process and addresses the demands of the modern world. This process cultivates knowledge, intellectual skills, and attitudes that enrich lives and encompass the basic concepts in the humanities, social sciences, mathematics, sciences, and technologies. Intellectual skills include the student's ability to think critically and communicate in a global society.

Faculty are responsible for developing General Education courses. The courses are then submitted to the curriculum committee for review ([ACA-45](#)). Using the Guiding Principles, the Curriculum Committee affirms or rejects the request. If affirmed, the course moves to the Vice President of Academic Affairs. External approval is then sought from the Academic Affairs Affinity subgroup of the President's Council. The Curriculum Committee also monitors to ensure that all academic programs meet General Education guidelines. The Student Learning Outcomes Committee shall monitor assessment of the General Education program. The Student Learning Outcomes Committee was renamed as The Academic Assessment Committee and moved under the governance of the Faculty Assembly.

## General Education Assessment – Formative and Summative

Summative assessment has been performed twice using the Educational Testing Services validated instrument, the Measure of Academic Proficiency and Progress (MAPP) now renamed the ETS® Proficiency Profile. Assessment results are available in the appendices ([ACA-57](#), [ACA-47](#)). Neither assessment instrument provided a clear picture of the students' overall learning of General Education characteristics. This was due, in part, to the heterogeneity of the test group, who's number of general education credits varied significantly. Another contributing factor was an absence of student motivation to prepare for the test, since it bore no consequence to the student. The College continues, however, to pursue a more effective way of summative measurement.

Formative assessments are performed by each department offering general education courses. These instruments are developed, administered, and evaluated by each department. Formative General Education assessments are summarized in ([ACA-48](#)) and the data files ([ACA-46](#)).

The Academic Assessment Committee of the faculty provides oversight for this process and is duly charged to ensure compliance with the Middle States Commission on Higher Education. In addition to summative assessment of General Education, student engagement is also used as an assessment measure.

- 2. organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:**
  - a. define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals;**

Each curriculum, including program level outcomes, is developed by the appropriate faculty/instructors and goes through a review process ([ACA-A20](#)). Following those approvals, curricula are forwarded to the Curriculum Committee of the Faculty Governance for affirmation. Although institutional benchmarks were established for program level student learning outcomes at a minimum of 70%, each program was free to modify the metric based on input from accreditation bodies, advisory boards, or national standards. It has become clear in the course of the self-study that more data-informed benchmarks need to be established.

Program Student Learning Outcomes describe the skills, knowledge, and abilities required for each transfer and career program. These are determined by the program faculty and are clearly stated in the Academic Program Guide ([ACA-7](#)) and the program assessment excel files ([ACA-8](#)). New and revised Program Student Learning Outcomes follow the above-mentioned approval process ([ACA-10](#)).

In addition, Course Competencies have been identified for the top 10 enrolled General Education courses. These outcomes are coordinated on a State level. They were developed by the Academic Officers of the 19 community colleges through several state-wide faculty round-tables. The general education course Student Learning Outcomes were established by the NJ President's Council ([ACA-49](#)). These outcomes, with suggested metrics, were distributed to the appropriate

departments and the master syllabi were updated ([ACA-21](#)). These outcomes can also be found in the Camden County College Academic Assessment Plan ([ACA-2](#)).

Course level Student Learning Outcomes are determined by the appropriate faculty/instructors and are clearly stated on each Department Master Syllabus ([ACA-21](#)).

Assessment data for each program are collected and maintained in the Program Assessment Excel files ([ACA-8](#)). These files contain program mission statements, assessment data and summaries, curriculum maps, APR responses, syllabi audits, program assessment progress evaluations (PAPE), and crosswalks. These crosswalks demonstrate the interconnectedness between the Program Student Learning Outcomes and each of the following: 1) Strategic Goals (example: [ACA-A1](#)); 2) Course Level Student Learning Outcomes (example: [ACA-A2](#)); 3) Program Goals (example: [ACA-A13](#)); 4) Educational Experiences (example: [ACA-A8](#)). The connection between Course Student Learning Outcomes and Educational Experiences (Assessment Methods) are clearly stated in each Department Master Syllabus ([ACA-21](#)). The updated curriculum maps for each program link courses to General Education requirements (both NJCCC and Middle States) as well as to Program Student Learning Outcomes (example: [ACA-A7](#)). An example of the assessment summary is also included ([ACA-A15](#)).

Camden County College clearly states its educational goals and learning outcomes in numerous documents. The interconnectedness between goals and outcomes is reviewed each year by the Office of Curriculum and Assessment ([ACA-2](#)). It was clear upon review that the terms “program outcome” and “program goal” were used interchangeably, when in fact they denote two different criteria. In response, the College has defined program goals based on the type of degree earned. The goal for an AS or AA program is transfer to a four-year institution. The goals for an AAS degree are gainful employment, and if applicable, successful completion of licensing exam. These changes will appear in the next iteration of the catalog.

Program evaluation is completed in two ways. Assessment of both program Student Learning Outcomes and General Education Student Learning Outcomes is performed annually. These data are submitted to the Academic Assessment Committee for review and the Office of Curriculum and Assessment for evaluation. Secondly, each program must submit an Academic Program Review every five years, unless an accrediting body requirement differs ([ACA-8](#)). This assessment includes not only Student Learning Outcomes, but also transfer, success, graduation rates, enrollment statistics, and other indicators.

Camden County College’s Assessment plan has three components running concurrently: assessment on the institutional level (General Education), program level, and course level.

At the institutional level, the following components of the plan have been completed:

- All curricula comply with the NJ Council of Community College’s policy on General Education requirements as demonstrated by curriculum maps ([ACA-8](#)).
- A diversity requirement has been included in all programs ([ACA-8](#)).
- Each department performs formative assessment of General Education Student Learning Outcomes to provide feedback for course and curriculum intervention ([ACA-46](#)).

- Summative assessment of General Education Student Learning Outcomes (ETS Test) has been completed ([ACA-47](#), [ACA-57](#)).

At the program level, the following components of the plan have been confirmed:

- Program level Student Learning Outcomes reflect the unique skills and abilities of each curriculum.
- Professional development on assessment issues, such as documentation of changes and the effect of changes on teaching/learning, has been presented.
- Rubrics have been developed and utilized ([ACA-8](#)).
- Program Student Learning Outcomes are assessed. [Assessment Submission Efficiency Report ([ACA-A16](#))]
- Approximately 30% of on-line courses have been assessed to demonstrate consistency with face-to-face course outcomes. [Components of Assessment Summary ([ACA-A17](#))]
- Changes have been implemented to improve student success ([ACA-A18](#)).

At the course level, the following components of the plan have been confirmed:

- Syllabi have been revised to include Student Learning Outcomes ([ACA-21](#)).
- Syllabi have been revised to include General Education Student Learning Outcomes ([ACA-21](#)).

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

The College clearly defines how it prepares students in a manner consistent with the Mission. The Department Master Syllabus ([ACA-21](#)) lists the Course Level Student Learning Outcomes, with their assessment methods, as well as the course activities so that all students are prepared in a manner that will lead to careers, meaningful lives, and, where appropriate further education. The assessment of Program Student Learning Outcomes documents the skills the student learns in each program ([ACA-8](#)).

All programs show interconnectedness of both goals and learning outcomes with the College Mission and Goals as expressed in the strategic plan ([ACA-8](#)). Transfer rates are determined and employment data are collected, as are pass rates for licensure exams where available ([ACA-50](#)).

- c. Support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders;**

Assessment at Camden County College is a sustainable process. The Office of Academic Affairs is accountable for maintaining the quantity and quality of the assessments submitted. However, oversight of the process has varied over the past 10 years. A Dean for Curriculum Assessment was responsible for maintaining all records and evaluating the assessment submissions as well as the assessment process. This role evolved into the position of Assistant to the Vice President of Academic Affairs for Curriculum and Assessment. In an effort to engage more members of the

College community in assessment, a decentralized process was put in place in Fall of 2012. The Self-Study process provided an opportunity to assess this decision. Unfortunately, the structure was not as effective as hoped, and it was determined that the role of Assistant to the Vice President for Curriculum and Assessment was key. That position was re-created and staffed in 2017, and is once again accountable for all areas of academic assessment ([HUR-29](#)). In addition to oversight of the assessment process, this position provides professional development and one-on-one assistance to faculty throughout the assessment process.

During the self-study an evaluation determined that TK20, a software product that had been purchased for assessment data collection, was not meeting the College's needs. Therefore, the College opted to return to the use of the Program Assessment Excel files which were updated through Spring 2016 ([ACA-8](#)).

All student learning outcomes assessments are posted on the College shared drive where they are accessible to all full-time faculty and staff. Assessment results are also shared with Career Technical Advisory Boards to evaluate employment skills. The results of the Academic Program Reviews (APR) are shared only with the dean of the division. The self-study brought out the fact that all assessment results need to be shared globally, with all stakeholders. New leadership has already directed that APR results be presented to the Academic Subcommittee of the Board of Trustees.

- 3. consideration and use of assessment results for improvement of educational effectiveness. Consistent with the institution's mission, such uses include some combination of the following:**
  - a. assisting students in improving their learning;**
  - b. improving pedagogy and curriculum**

Camden County College supports and uses assessment data in a variety of ways to inform decision making and improve student learning. The College has created a process that has had an impact on Student Learning Outcomes ([ACA-2](#)). It shows the numerous loop closures demonstrating how interventions based on assessment data were used to improve student learning through improved teaching/learning strategies, support services, and financial investment by the College ([ACA-A18](#)). The recommended assessment for program outcomes and a few examples below demonstrate the use of assessment in improving student learning.

### **Assessment Criteria**

- Assessment instruments should primarily be direct measures of outcomes.
- Rubrics should be developed for communicating expectations and enhancing objectivity of evaluations.
- Multiple assessment methods should be outlined for each outcome.
- Assessment should focus on capstone projects or courses, but may be formative.
- Assessment must be analyzed to identify strengths and weaknesses of the population assessed, regardless of the grade earned.
- Assessment should lead to changes in the curriculum or pedagogy that will lead to improved student outcomes.
- Follow-up assessment must be performed to evaluate the effectiveness of the change.

## **Veterinary Technology Program ([ACA-51a](#))**

While students in the Veterinary Technology Program passed their overall licensing exam, data showed that they performed below the national trend in the diagnostic radiography section of the exam with a rate of 54.55%. This data was used to justify the purchase of an X-ray machine, which with subsequent training led to an increased rate of 58.71% in student scores in this area.

## **Chemistry ([ACA-51b](#))**

Students taking CHM-111 (General Chemistry for science majors) who failed the first test were found upon assessment to have a very limited chance of passing the course. Based on this analysis, the department instituted a peer tutoring recitation class, overseen by one of the full-time faculty members. The result was a retention and persistence greater than 50% of the students who failed the first exam.

## **Computer Literacy ([ACA-51c](#))**

Upon assessing essential workforce skills of how computer viruses spread and overloading servers can deny service, it was noted that these two areas needed improvement. Only 44% of exam questions were correct for the virus spreading and 33% were correct for overloading servers. The faculty revised curriculum to reinforce these areas utilizing real life scenarios and articles. The results demonstrated an overall improvement of 13.5%.

### **c. Reviewing and revising academic programs and support services;**

The Academic Program Reviews are conducted on a five-year cycle. The assessment reviews link the program outcomes to student success, viability, workforce demands, and College Mission. They utilize internal assessment data, external labor force data, and input from Advisory Boards. This year the College purchased an external labor force data program called EMSI. The program allows the individual academic departments to obtain and review data more easily, thus promoting more frequent use of data. Assessment results are also reviewed for collaborating with Student Support Services to improve student success. The information below describes the content for program assessments and criteria for reviews and revisions ([ACA-23](#)).

## **Academic Program Review**

All academic programs are scheduled for comprehensive evaluation every five years. The review documentation will include minimally the following:

Analysis and Review of Curriculum	Syllabi Analysis
Enrollment Analysis	Student Learning Outcomes Analysis
Graduate and Transfer Analysis	Student Success Outcomes Analysis
Section Analysis	Analysis of Published Information
Student Success Data	Program Resources Analysis



Results of these evaluations ([ACA-52](#)) are presented to the Vice President for Academic Affairs, the Academic Deans, and the President. This information is used to inform decisions related to budget and planning, including but not limited to personnel needs, resource allocation, and program viability.

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

The College offers a wide range of professional development opportunities to faculty and other instructors. The Teaching and Learning Center (TLC) is one of the main sources of professional development. This entity offers programs/workshops ranging from how to write Student Learning Outcomes to classroom management subjects to on-line course delivery improvements. Specific examples include: Classroom Assessment (2010); Academic Assessment (2011); Assessment: Conducting an Academic Program Review (2012); Writing Student Learning Outcomes (2013); Show Me the Data (2016); and Assessment Reporting Made Easy (2016) ([ACA-55](#)).

Tenured faculty are evaluated every five years. The College offers two different types of evaluation. One is a Traditional Evaluation with student, peer, and Dean observations, along with a report of on campus activities. An additional opportunity for Professional Development is the College's "Partners in Learning" (PIL) Program. This alternative means of evaluation of instruction is a year-long program. Faculty members collaborate as peers on teaching/learning strategies, observe one another's pedagogy and teaching methods, and discuss how to improve student learning. A written self-assessment by each participating faculty member includes a summary of all activities, an evaluation of their PIL partner, and a self-reflection on their own teaching practices. These are shared with the cohort and provided to the faculty member's Academic Dean at the end of the partnership year ([ACA-53](#)).

External professional development opportunities are also offered, including participation in "Best Practices" conferences, the Princeton Mid-Career Fellowship, and any conference that pertains to pedagogy improvement. The College offers faculty members sabbatical to participate in the Princeton University Program and time release for conferences.

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

Planning and budgeting for the provision of academic programs and services is completed using input from the academic units. The budget is planned to ensure financial resources are available to provide our students with a quality education. Resources are determined in part by results of assessment and emerging labor market trends. This process is discussed in depth in Standard VI.

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

Results of program assessment, new programs, and/or revisions are shared during department meetings, Advisory Board meetings, and with the College leadership, including the Board of Trustees ([BOT-A8](#)). The College uses its website to inform all stakeholders about programs, curricula, employment statistics, and other pertinent information.

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

The College has a collaborative process in place among the offices of Academic Affairs, Student Services, and Institutional Planning. Upon reviewing Graduate Survey results, retention, transfer, and graduation data, the College has many opportunities to improve.

As shown in Figure 5.1, Fall to Fall retention rates have increased from 61% (2010/2011) to 65% (2015/2016). The College has used this data to compare to the New Jersey Sector and New Jersey Peer group and it is lower than comparison groups ([IEP-8](#)). This has renewed the commitment to “Guided Academic Pathways.” The pathways will include academic course plans and intrusive advisement to keep students retained and on track to graduate on time.

**Figure 5.1: Retention Rates**

Cohort	% Retained
Fall 2015 to Fall 2016	65.0%
Fall 2014 to Fall 2015	58.6%
Fall 2013 to Fall 2014	62.9%
Fall 2012 to Fall 2013	60.0%
Fall 2011 to Fall 2012	60.0%
Fall 2010 to Fall 2011	61.0%

Figure 5.2 demonstrates that three-year graduation rates have improved from 11% (2009-2012) to 17% (2013-2016) ([IEP-8a](#)). The College attributes this success to the auditing of degree programs, student academic planning, and intrusive advisement to keep students on track to complete.

The Figure also shows that three-year transfer rates have decreased from 22% (2009-2012) to 16% (2013-2016) with an annual decline including 2017 ([IEP-8b](#)). Reflecting on the decline, the College has discovered that transfer rates do not represent students who have completed a degree/certification at Camden County College and then transferred. The College strives to improve its completion rates and has created Reverse Transfer agreements with four-year universities which may affect the rates.

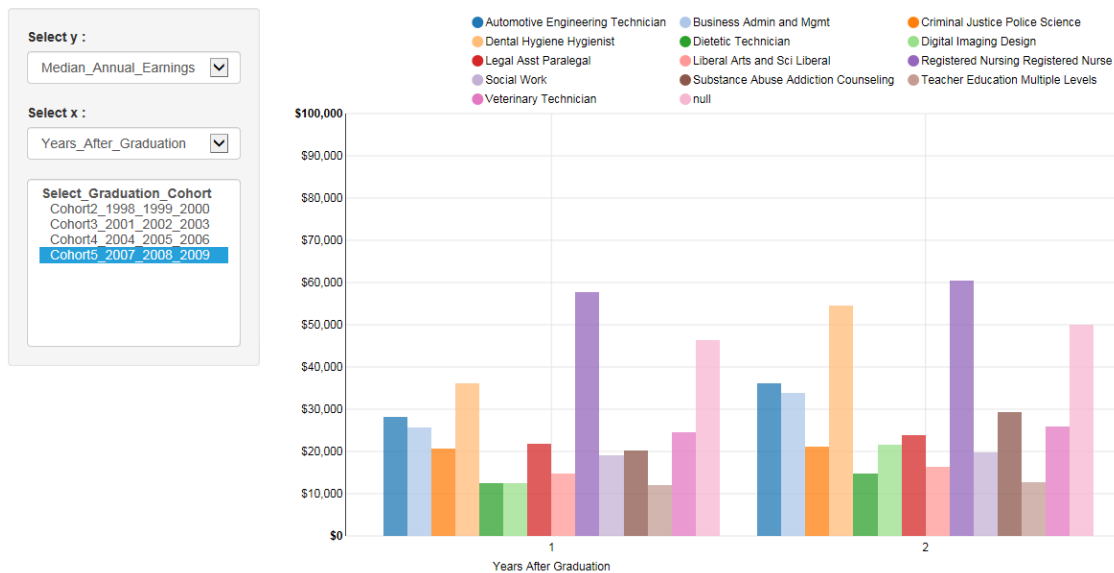
**Figure 5.2: College Graduation and Transfer Out Rates**

GRS Cohort	Graduation Rate	Transfer Out Rate
2013-2016 Cohort	17%	16%
2012-2015 Cohort	15%	17%
2011-2014 Cohort	11%	17%
2010-2013 Cohort	14%	19%
2009-2012 Cohort	11%	22%
2008-2011 Cohort	17%	15%
2007-2010 Cohort	14%	16%

A renewed collaboration with four-year universities is helping to improve alignment of curricula and the College is also creating additional transfer opportunities. A recent change to encourage transfer and access is the presence of Rutgers University’s School of Health Professions, which moved onto the Blackwood campus and collaborated on seamless transition during the summer of 2017.

In terms of employment, in the Graduate Follow-up survey 79% of respondents from the 2015 cohort reported being employed full-time or part-time, which is up slightly from 2011 (77%). As shown in Figure 5.3, data from the Heldrich Center showed the median annual earnings for Camden County College’s students had increased after graduation.

**Figure 5.3: Post Graduation Earnings**



The Heldrich Center report also demonstrated that Camden County College graduates have continued to increase their earnings in their respective fields after two and five years post-graduation ([IEP-9](#)).

### Retention and Degree Completion Initiatives

The College’s Indicators of Institutional Effectiveness highlight specific data to help raise understanding of the characteristics of Camden County College students, their enrollment patterns, and their overall success at the institution. The College has implemented a retention initiative which identifies currently enrolled students who have not yet registered for the upcoming semester.

Expanded reporting capabilities identify additional factors including financial aid eligibility, academic probation status, academic program, credits earned, etc. This enhanced information has refined the outreach process and is used by academic areas for communicating with specific students as well.

College-wide retention initiatives have been implemented using data mining strategies to identify students needing services based on their enrollment and milestone attainment. Students in the 2014 and 2015 cohorts who have earned 30 or more and 45 or more credits have been identified. Academic Deans, faculty, advisors, and retention specialists are connecting with students to ensure they stay on track to degree completion. Examples of degree completion initiatives are described in ([ESS-A1](#)) and include:

- Adopting the American Association of Community College’s Guided Pathways model provides students with clear roadmaps and enhanced support from entry to completion. Course offerings have been analyzed to ensure availability at appropriate times and locations.
- The Degree Audit and Transfer website provides transfer requirement information including requirements for associate degree completion. Resources have been allocated for additional support for transfer students and articulation agreement maintenance.
- Targeted enrollment and advisement services are available to assist online students, veterans, international students, and other students having specialized questions and needing additional support. Free tutoring services are available with outreach to specialized populations and those at risk.
- Employment and Career Services has been enhanced with the use of Career Coach, an online program providing career assessment; career overviews; and data on local wages, employment, job postings; and associated education and training. Staff also assists students in understanding the employment and career opportunities available upon completion of academic programs.

**h. Implementing other processes and procedures designed to improve educational programs and services;**

Camden County College is continually implementing other processes and procedures designed to improve educational programs and services. The Division of School, Community, & Workforce Training’s mission is to assist students with success and achieve their educational goals. Examples of offerings through this Division are provided.

**College NOW! Program**

The College has a long history of cooperative partnerships with public school districts and private schools in the county and neighboring areas of South Jersey. Organized under the College NOW! Program, these academic initiatives provide opportunities for students to earn college credits for advanced work completed at their high schools or on the College campus.

**College Express**

The College offers a high school College Express program to upgrade the skills of high school juniors and seniors who do not succeed in their first attempt at the College’s basic skills test. Five school districts provide college basic skills courses at their high school site increasing the level of college readiness for its students. Approximately 400 students have participated in this program.

## **Pre-Engineering Program**

The College continued its efforts in developing articulation agreements with course offerings to Camden County Technical Schools (CCTS). During the 2016-2017 school years, the College provided academic support and the delivery of a Machine Shop Practices course to CCTS engineering students. Fourteen students in this course earned three credits each.

## **Law and Public Safety**

Forty-seven students attending the Camden County Technical High School Law Public Safety Academy during 2016-2017 earned college credits. Students were provided career and college readiness skills in Law and Public Safety. Two three-credit classes were offered on the Camden County Technical High School campus during the regular school day. Each of the 47 students earned six college credits. Thirteen of these students attended the Camden County College Regional Training Center and the Blackwood campus during their senior year of high school, earning up to 30 college credits towards a degree in Law Enforcement, Emergency Management or Firefighting, or Criminal Justice.

## **Senior Option Academy**

Sixty-one seniors from Camden County Technical Schools attended Camden County College during their final year of high school. These students completed the requirements for their high school degree while simultaneously earning college credits at the Blackwood Campus. During the 2016-2017 academic school year, each student completed 8 classes and earned 24 to 28 college credits. This program was paid for by the local high school district.

## **Transition to College**

The Transition to College Program (TTC) is a high school completion and a drop-out prevention program. The objective of the Transition to College Program is to help at-risk high school age students, 16 to 20 years of age, earn a high school diploma. The program is also designed to prepare students for post-secondary education and careers. Success of the program is measured in the number of students successfully completing the program. The TTC program has over a ninety-two percent (92 %) completion and graduation rate for five consecutive years.

## **Collegiate Consortium for Workforce & Economic Development (CCWED)**

As a founding member of this regional consortium, the College participates in joint employee training and economic development activities with Bucks County Community College, Community College of Philadelphia, Delaware County Community College, Montgomery County Community College, and Drexel University. The Collegiate Consortium, in partnership with PECO (The Philadelphia Electric Company) and other industry counterparts, developed a new introductory training program to develop a skilled natural gas workforce. This Gas Distribution Pipeline Mechanic Introduction Program was developed to provide students with the fundamental skills necessary to work in the natural gas distribution industry and to meet the increased regional demand for skilled labor in the field. Students learn how to perform tasks needed to install and

maintain pipelines for natural gas distribution systems, which provide natural gas service to residential, commercial, and industrial customers. The program includes 140 classroom hours and 50 hours for operator qualification.

### **NJ Place: Apprenticeship and Journey Workers Program**

The College has articulated agreements with union and trade organizations to provide apprentices and journey workers with associate-level college credits at NJ's 19 community colleges and baccalaureate-level credits at participating NJ colleges and universities. This program not only promotes lifelong learning, but respects apprentices and journey workers as college-level learners, giving them the opportunity to earn a Technical Studies Associate in Applied Science Degree.

The following organizations have articulated agreements: United Association of Journeymen and Apprentices of the Plumbing and Pipe-Fitting Industry; The International Association of Bridge, Structural, Ornamental and Reinforcing Iron Workers; and the NJ Regional Council of Carpenters. Approved apprentice programs include: Automotive Technician, Certified Nursing Assistant, Child's Development Specialist, Commercial Carpenter, Corrections Officer, Culinary (Cook), Electrician (Inside Wireman), Electrician (Outside Lineman), Electrician (Residential Wireman), HVAC and Refrigeration Technician, Insulator, Ironworker, Pipefitter/Steamfitter, Plumber, Sheet Metal Worker, Stage Technician, and Telecommunications Installer/Technician.

#### **4. if applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers; and**

The College has used assessment instruments designed by third party providers. These include: Noel-Levitz ([IEP-10](#)), Community College Survey of Student Engagement (CCSSE) ([IEP-11](#)), Measure of Academic Proficiency and Progress (General Education Assessment) ([ACA-47](#)), and ETS<sup>®</sup> Proficiency Profile (General Education Assessment) ([ACA-57](#)).

Certain College Programs are assessed by third party providers who are [specific accreditation](#) bodies for their program. These include Nursing, Ophthalmic, Dental Hygiene, Dental Assisting, Veterinary Technician, Addictions Counseling, and Dietetics programs ([ACA-50](#)).

Students who participate in programs that include an internship or clinical rotation are assessed by the on-site supervisor. The assessment tools/rubrics are designed by College faculty, and consideration of course and program outcomes are utilized.

#### **5. periodic assessment of the effectiveness of processes utilized by the institution for the improvement of educational effectiveness.**

Camden County College evaluates the assessment results every year. Each submitted assessment document is scored against a rubric (Progress of Academic Program Evaluation or PAPE document) ([ACA-8](#)), an example is shown ([ACA-A25](#)). This document scores each assessment based on 1) stage in assessment cycle, 2) quality of submission, 3) evaluation of program level outcome statements, and 4) evaluation of course level outcome statements. Assessment of on-line courses, loop closures, interconnectedness cross walks, and curriculum maps is also tracked ([ACA-A16](#), [ACA-A17](#), [ACA-A18](#)). In addition, as of 2016-2017, during the fall semester of each

year, the Assistant to the VP for Curriculum and Assessment meets with each chair/coordinator to discuss the overall assessment of each program. The review focuses on challenges reflected by the PAPE document. At this time, the assessment plan for the current academic year is formalized.

A rubric has been developed that will be piloted in 2017 for use by the Academic Assessment Committee to evaluate assessments ([ACA-27](#)). Based on its review of the quality of the assessments, the committee makes recommendations to the Vice President of Academic Affairs and provides professional development to departments that have opportunities to improve their assessments.

The Academic Assessment Plan document ([ACA-2](#)) contains not only the process and schedule for assessment but also reports on the assessment of the assessment process and data. Based on this, the process is modified every two years.

It is important to note that as part of the assessment process, the College determined that TK20 did not meet its needs. Data could not easily be imported and generation of reports was not congruent with the College's information requirements. In addition, assignment of administrative rights was burdensome and interfered with assessment processes. Therefore, as described in Criterion 2c, the College resumed use of Program Assessment Excel files for assessment data collection.

### **Evaluation of Assessment:**

From Fall 2007 through Fall 2012, annual evaluation of assessments was performed by the Office of Curriculum and Assessment. In Fall 2016 a major re-evaluation was undertaken. The results were ([ACA-8](#)):

- Syllabi were updated to include assessment methods aligned with learning outcomes
- Curriculum Maps were updated
- Additional Crosswalks were added
- Program Assessment Excel Files were updated
- Loop Closures were reviewed

Based on findings of missing data and insufficient analysis, a TLC presentation was given in the fall of 2016 by the Assistant to the Vice President for Curriculum and Assessment to address the specifics required in all assessment submissions ([ACA-55](#)).

### **Analysis**

Academic assessment at Camden County College consists of two components, the annual assessment of program and general education student learning outcomes and the five year Academic Program Review which, in addition to outcomes, contains data on graduation, transfer and completion rates as well as enrollment. In the early stages of the self-study it was identified that the decentralization of assessment process failed. No one entity was directly accountable for the process and gaps in both outcomes and APR assessment were found. The new leadership recognized this and quickly moved to remedy the issue. The position of Assistant to the Vice President for Curriculum and Assessment was reestablished. The first task was a gap analysis.

The result was the discontinuation of the TK20 data system and the update of the Program Assessment Excel files. Secondly, the process of Academic Program Review was changed to include presentation of results to a broader range of stakeholders, including the Board of Trustees.

Based on assessment data presented here, the number of credits for each program has been significantly lowered ([ACA-A5](#)) and several programs have been terminated ([ACA-A19](#)) to provide students with a clear path to attaining their goals as discussed in Standard III. In direct line with this, the College has committed to using the Guided Pathways model to improve student completion. The new Vice President of Academic Affairs has unified the efforts of both the student services and academic components and a pilot is planned for Fall 2018.

### **Recommendations**

1. Continue to improve collection, documentation and use of assessment results (i.e. program SLOs and APRs) to inform decision making.
2. Increase professional development on assessment topics in order to increase the quality of assessment and “closing the loop” cross-institutionally.
3. Maintain a centralized curriculum and assessment organizational model to increase use of data collection and assessment across all academic departments for evidence-based decisions.



## **MIDDLE STATES STANDARD VI: PLANNING, RESOURCES, AND INSTITUTIONAL IMPROVEMENT**

**The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.**

**An accredited institution possesses and demonstrates the following attributes or activities:**

- 1. institutional objectives, both institution-wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocations;**

**Criterion 1 addresses Requirements of Affiliation Nos. 8 and 10.**

Camden County College appointed its fifth president in July 2016. Under new leadership, the executive team began the process of evaluating and restructuring the institution to maximize effectiveness. The executive team, led by President Donald A. Borden, has a renewed focus on accountability and an emphasis on improving communication and customer services across the institution. The team has adopted a student-centered decision making philosophy that is guided by key indicators of student success and institutional sustainability. As unit plans are updated college-wide, institutional departments and academic programs are linking their goals to the College mission and grounding initiatives in the four pillars of the institution – Access & Affordability, Student Success, Community & Industry Engagement, and Responsible Utilization of Resources.

In addition, all units of the College are required to report on their initiatives that were implemented in relation to the mission and goals. College units are beginning to evaluate the impact that services and/or initiatives provided contribute to overall student success. This includes identification of expected student outcomes, and deliberate effort to improve retention and completion rates. The results are posted on the Strategic Plan webpage under the Evaluation Section that demonstrates the link between each objective and the institutional goals and mission.

The College's Institutional Effectiveness Plan ([IEP-1](#)) outlines the College's planning process and is discussed in Standard I. A review of the Mission, Vision, Values, and Goals is incorporated into an established strategic planning process that includes feedback and participation from internal and external constituents. The College Master Plans include the following: Institutional Effectiveness Plan, Enrollment Management Plan, Office of Information Technology (OIT) Master Plan, Facilities Master Plan, and Academic Master Plan, which are all linked to the overarching goals of the College and are available to the community on the College [website](#). It is important to note that prior to 2017, the Academic Master Plan was referred to as the Academic Assessment Plan ([ACA-2](#)). The College continues to evaluate and update these plans, which will be on a three-year cycle to follow the three-year Strategic Plan. The plans will be reviewed annually with mid-course revisions as needed.

Upon review during this self-study, the institution discovered the need to adopt an Academic Master Plan. The Academic Master plan will describe the academic mission of the institution, which will be used to drive the future and inform all other College plans. In addition, a recommendation was noted in Standard II to develop a Human Capital Master Plan. This plan would provide strategic planning for staffing and address initiatives for increasing diversity.

The College evaluates institutional effectiveness and resources through numerous annually-reviewed assessment activities and uses the results to inform decision-making and planning. The Finance and Planning Office distributes budget requests for the upcoming fiscal year to the budget managers. The Facilities and Equipment and Technology (capital) budget package is distributed in October and the Operating budget package in February ([FIN-3](#)).

Budget managers meet within their departments to review the Strategic Plan, Academic Master Plan, Facilities Master Plan, Enrollment Management Plan, and OIT Plan in relation to their initiatives, unit goals, and assessment results. This also creates synergy within the Master Plans ([CMP-1](#)), identifies the impact of initiatives on the other plans, and connects to the budget planning process.

Deans and Directors then establish priorities and conduct appropriate meetings and research to fully develop and support their requests. Once priorities are developed, they are submitted to their Vice President or Executive Director for submission to the Finance and Planning Office. Once resources are allocated, the budget is finalized and is ready for the approval process with the President and the Board of Trustees.

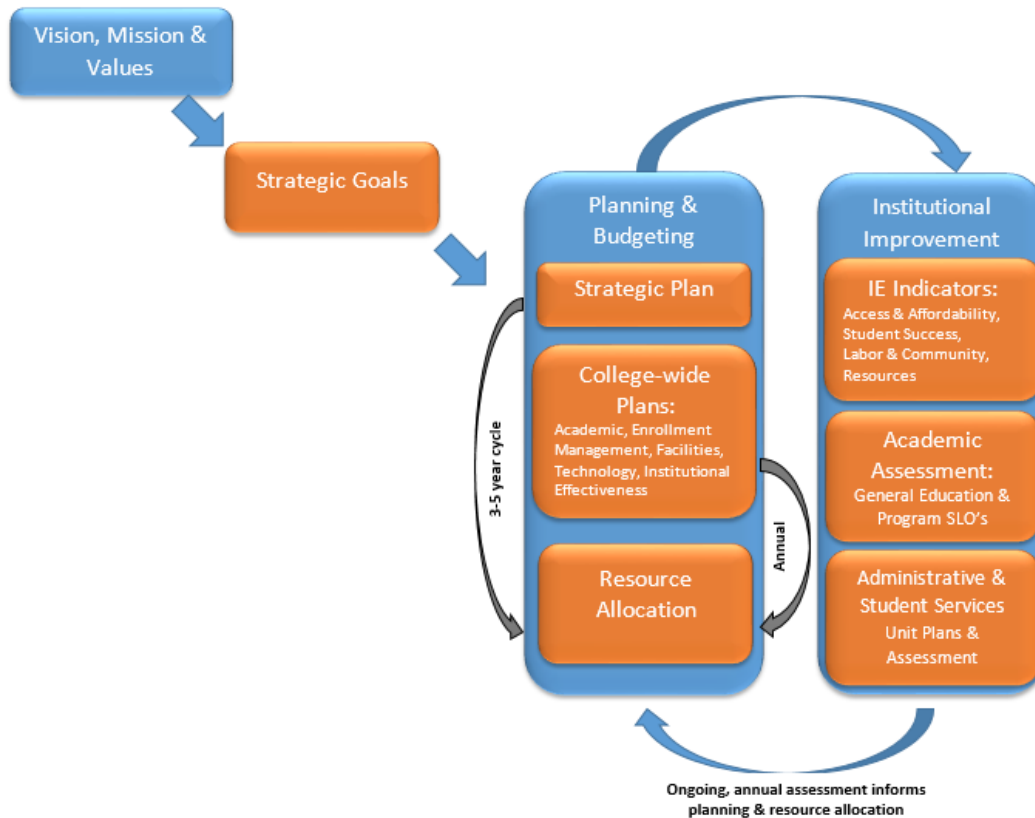
**2. clearly documented and communicated planning and improvement processes that provide for constituent participation, and incorporate the use of assessment results;**

The Mission and Goals are reviewed at the beginning of each strategic planning cycle and are directly linked to the Strategic Plan and the related initiatives. During the most recent cycle in 2010, the College started an improved process for reviewing its Mission and Goals that utilized community-wide town halls ([BOT-7](#)). Improvement continued in 2016 by using the feedback from a wider range of stakeholders to work with the Board of Trustees and College community in developing a new vision, mission statement, and set of strategic goals. Various stakeholders, such as faculty and administrators, advisory board members, students, and community members were asked to review the proposed statements and provide feedback by survey ([BOT-6](#)). The proposed mission and goals were vetted at college-wide forums using survey results to help facilitate the discussion and make revisions. The results produced the [new vision, mission, and goals](#) that were adopted by the Board of Trustees in January 2017 ([BOT-11](#)).

The College is committed to self-evaluation and continuous improvement through annual reporting and assessment of processes and outcomes that use the strategic plan. Evaluation of strategic goals is cyclical, and results are regularly fed back into the process to create or revise strategies, department plans, and department goals. This insures that unit level goals support institutional objectives and justify budget requests. Results are tied directly to operational planning and budgeting and target dates and responsibilities are set.

The interconnection between strategic goals and the planning/resource allocation process is depicted in Figure 6.1.

**Figure 6.1: Interconnection between Strategic Goals and the Planning/Resources Allocation Process**



Departments throughout the College report monthly activities and progress to the Executive team. The Executive team reviews all submissions and shares departmental reports with the Board at the monthly meetings during the report-out. In addition, the College assesses the institutional objectives in an annual report out. The results are posted on the Strategic Plan [webpage](#) under the Evaluation Section. They demonstrate the link between each objective and the strategic goals and mission. Assessment results are used to facilitate and support the planning process and drive budget decisions.

During the 2010-2015 Strategic Plan report-out, it was noted that assessment indicated the need for the development and implementation of a comprehensive Institutional Effectiveness Plan with included dashboard indicators. These indicators would assist in guiding data informed decision-making across the campus. Currently the report-out process is executed annually in June and the resulting documentation is submitted to the Board of Trustees and placed on the [website](#) for transparency. During the current Self-Study, it was noted that there was a need for more frequent reporting of goal progress to improve the accountability process for ongoing assessment and evidenced based, documented use of results. As a result of this finding, in 2018 the College will

institutionalize a more frequent report-out of progress to the campus in addition to the annual report-out in June to the Board of Trustees.

Successful examples of data driven assessment used to inform institutional objectives and resource allocation are included below. Additional examples are also given throughout the remainder of this standard:

1. The decision to renovate Taft Hall into a one-stop service center for students based on feedback from the Noel Levitz Student Satisfaction Inventory ([IEP-A10](#)) results indicating that students were dissatisfied with having to run to different offices in separate buildings spread throughout the campus to deal with registration, financial aid, advising, and tutoring.

2. In 2016, the College was awarded a \$5.8 million-dollar grant from the NJ State Department of Higher Education Building our Future Bond Fund (“GO BOND”). An additional \$1.6 million, used from the Spring 2013 “GO BOND” funds and \$2.5 million matching funds from the County for a total of \$10 million, have been committed to developing a 100,000-square foot Joint Health Services Center in partnership with Rowan University and Rutgers University-Camden. The proposed Joint Health Services Center (JHSC) will house a 16,250 square foot space for Camden County College. This space will include student simulation labs for the Health Career programs and is scheduled to open in 2019. The decision to pursue this initiative was supported by data showing the current growth and future demand for health care-related occupations in the area ([BOT-8](#)). It is important to note that this project links to our Mission to help the depressed area of our county, the city of Camden, and bring education to residents for economic growth and family sustaining job opportunities.

3. In response to an internal assessment identifying the need to improve student accessibility to their financial data and to improve student affordability with more flexible payment and refund options, the College invested in TouchNet, a new e-commerce solution. The resulting platform allows CCC students a fast, convenient, and comprehensive web-based payment solution that improves affordability and accessibility for our students. An additional benefit of using Touchnet is improved employee productivity as a result of increased use of online services by students.

4. As health careers continue to dominate the job market and to provide the highest quality of STEM and health career training, the College saw the need to update and improve laboratories and classrooms related to our science and health career programs. A state-of-the-art instructional space was created. The new building, the Kevin G. Halpern Hall for Science and Health Education, is a three story 107,000-square-foot structure housing laboratories, instrumentation rooms, a clinical suite, an expanded dental hygiene clinic, and a demonstration kitchen and café that can educate more students, increase the number of courses offered, and expand academic curricula ([FAC-2](#)).

The institution also gathers college-wide surveys including technology use, student satisfaction, graduate/alumni follow-up, and employer satisfaction. For example, the Noel Levitz’s Student Satisfaction Inventory (SSI) is administered on a three-year cycle to the College’s student population. The information that is provided by the results of this survey serves as a guide for developing strategies to improve student experiences. By administering the survey over time, the College can determine if the student’s level of satisfaction with the College’s programs and

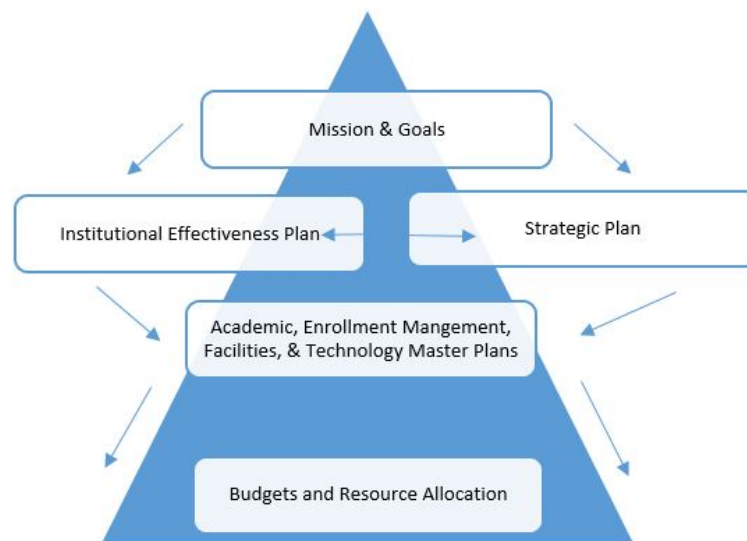
services has changed. The 2016 results were compared to findings from 2013 and against a national sample of community colleges ([IEP-10a](#)). As the College continues to improve and adopt a college-wide effort toward evaluating the effectiveness of interventions on student success, there is a greater understanding of the value of such assessments.

- 3. a financial planning and budgeting process that is aligned with the institution’s mission and goals, evidence-based, and clearly linked to the institution’s and units’ strategic plans/objectives;**

**Criterion 3 addresses Requirement of Affiliation No. 11.**

Camden County College conducts ongoing financial planning and budgeting reviews to ensure that it is aligned with the institution’s Mission and Goals. The Office of Finance and Planning, under the direction of the Executive Director of Finance and Planning, coordinates the budgeting and planning process with the President’s Executive Staff. The College budget preparation process is focused on the need to equip, support, and enhance the programs and services that form the core institutional mission. This comprehensive process as seen in Figure 6.2, is evidence-based, and clearly linked to unit objectives and tied to the institutional strategic plan. Institutional Effectiveness Planning guides work with the Strategic Plan and is operationalized by the Academic Assessment Plan, Enrollment Management Plan, Facilities Master Plan, and Technology Plan ([CMP-1](#)). These plans and their assessment results facilitate budget and resource allocation.

**Figure 6.2: Alignment of Mission and Goals to Budgets and Resource Allocation**



The College assesses its Strategic Plan each spring, prioritizing new recommended initiatives for funding in the upcoming year. Recommendations are discussed at the department level, Deans’ and Directors’ levels, and with the Vice President/Executive Directors. The following fall, the College begins the process by developing budget assumptions and projections for the coming year based on evidence from the indicators of institutional effectiveness, strategic plan report-out and

master/unit plan analysis. The President meets with his Executive Staff to discuss significant factors that may impact the planning and development of the budget, including State and National trends, anticipated support from the State and County, anticipated fluctuations in enrollment, and external economic impacts. The team also discusses initiatives in areas of assessment, student success, and community education programs prioritized in the Strategic Plan, Academic Plan, Facilities Master Plan, and Technology Plan to enhance enrollment and add revenue ([CMP-1](#)).

An example of the alignment is demonstrated by over 100 initiatives in the 2010-2016 Strategic Plan Report Out ([IEP-2](#)) to support student success. These initiatives have aligned the cross-institutional commitment to the movement toward student success which drove the new strategic plan.

Once the College develops its assumptions, the President's Executive Staff begins working with their units to identify their priorities based on strategic plans and objectives in alignment with the Mission and Goals. Units then develop individual plans and estimate costs to be considered in the budget for the next fiscal year. In March, the operating as well as the capital and technology/equipment budgets prepared by the Finance and Planning Office are presented to the President's Executive Staff for discussion. This group functions as the budget committee for the College. The Strategic Plan is assessed and new/recommended initiatives that require funding for the coming year are discussed at many levels, starting at the departmental, followed by the Dean and Directors' levels. The campus stakeholders hold working meetings in which the Executive Director, Finance & Planning attends to collaborate on the initiatives and ties the budget implications to them. The recommendations are prioritized and finalized by the President's Executive Staff.

In April, the operating and capital budgets ([FIN-4](#)) are presented to the Business Affairs, Audit and Campus Development Committee, as well as the Academic and Student Affairs Committee of the Board of Trustees for review before they are presented for approval to the full Board of Trustees in May. The County's appropriation is finalized at the May meeting of the Camden County Board of School Estimates ([FIN-5](#)), which is composed of two members of the Camden County Board of Chosen Freeholders as well as two members of the Camden County College Board of Trustees who are voted in as the Chairperson and the Secretary. The approved operating and capital budget is effective July 1st each year.

To evaluate the College's overall fiscal performance, a Quarterly Report ([FIN-6](#)) is presented to the Business Affairs, Audit, and Campus Development Committee of the Board for review before going to the full board.

New Jersey County/Community Colleges receive funds primarily from three sources: State Operating Aid, County Appropriations, and student tuition/fees. All secondary sources of revenue such as interest income, gifts, and unrestricted grants are consolidated in a fourth category called "Other". In the previous two fiscal years, the College has relied on tuition and fees for roughly 61% of the core revenue (which includes Federal and State grants). This is in comparison to the New Jersey Community College average of 65% (Figure 6.3) The State Aid was 13.8% in FY13 and has remained stable at 13.9% for FY16. Tuition and fees have also maintained at 61.4% for

FY16 compared to FY13 at 60.3%. The County Appropriations were 19.9% in FY13 and increased to 21.5% in FY 2016. This demonstrates the County support in keeping tuition and fees down for the students. Mindful of anticipated decreases in Federal and State funds, along with declining enrollments, the College is committed to keeping the cost down for students and will rely on innovative opportunities, such as renting of College space, for revenue generation.

It is important to note that Camden County Freeholders have continued to demonstrate strong support of the College. They have maintained financial support through County Appropriations as well as forgiveness of debt services which created an opportunity for a reduction in operating costs. Through collaboration and fiscal responsibility, the College has increased revenue from other sources including grants, partnerships, Camden parking garage management, and educational space rentals to name a few. The College is also examining its current facilities to find ways to generate alternative revenue sources through Conference Center rentals.

Through prudent fiscal stewardship, Camden County College has kept tuition rates steady and among the lowest for New Jersey County Colleges. As of Fall 2017, the in-county tuition rate was \$107.00 per credit. This rate has remained the same for the fourth year in a row and is the third lowest per credit tuition out of the 19 NJ community Colleges, which averages \$124.25 per credit. The institution has managed to keep the cost per student FTE down to \$7,806 in FY 2016, which is less than the state average of \$8,369. Even though the College has the largest gross square footage, across multiple locations, its expenditure per foot is \$10.89 (FY 2016). This was a decrease from \$13.80 (FY 2014) and can be compared to the state average of \$11.45. The measures described to reduce costs and generate revenue have been instrumental in keeping tuition rates stable.

Figures 6.3 and (FIN-7) demonstrate our distribution of core revenues and our tuition rates in comparison to other New Jersey Community Colleges. It is important to note that these revenues do not include the County debt forgiveness amounts. A few examples for the “Other Revenue” category include unrestricted funds such student government/honor society fund raising, building partnerships, and funds from school districts for our Gateway to College and Transition to College community programs for students who dropped out of high school. Also included are classroom and conference rentals, parking garage and police academy revenue.

**Figure 6.3: Distribution of Core Revenues**

Percent distribution of core revenues, by source: Fiscal Year 2016	Camden County College	New Jersey Community College - Average
<b>Tuition and fees (including Federal/State Grants)</b>	59.6%	61.4%
<b>State Operating Aid</b>	15.1%	13.9%
<b>County appropriations</b>	17.4%	21.5%
<b>Chargeback from Other Counties</b>	0.0%	3.2%
<b>Other core revenues</b>	7.9%	3.2%

*Source: Financial Report of the County Community Colleges of the State of New Jersey for Fiscal Years 2013-2016*

**4. fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered;**

**Criterion 4 addresses Requirement of Affiliation Nos. 10 and 11.**

As part of the planning process the College considers and adapts to foreseeable changes in the economic, legislative, and social environment to insure adequate resources to support operations and programs. The Business Affairs, Audit, and Campus Development Committee as well as the Academic and Student Affairs Committee of the Board of Trustees are the vehicles for addressing changes in the environment that require appropriate action.

Fiscal and human resources as well as physical and technical infrastructure are aligned with the Strategic Plan to support operations. Ongoing and upcoming initiatives are identified in relevant Master Plans. For example, the Facilities Master Plan ([FAC-1](#)) focuses on maintaining a safe, clean, and sustainable environment to support the mission of the College and the goals of the Strategic and Master Plans. This plan also addresses future building/major renovations projects. The OIT Technology Plan ([OIT-1](#)) is a framework for meeting the College's mission from a technology-based perspective. OIT provides comprehensive technological resources to the students, faculty, and staff of the College as well as a stable and reliable network infrastructure, applications, and technical resources for quality and timely service to its users. These plans are tied to budget planning and include requests from specific areas and are evaluated based on alignment with mission and goals.

A few examples from the review of the Master Plans with follow up action are as follows:

**Facilities**

As a result of assessments of the original Master Facilities Plan, and aligning to all Master Plans, the following projects were conducted:

**2008-Present**

- Construction of Ring Road, parking, and Campus walk
- Assumption of responsibility for the Regional Emergency Training Center
- Construction of the new Halpern Science/Health building
- Completion of a comprehensive energy audit and identification of HVAC upgrades

**2013-Present**

- Renovation of Roosevelt Hall (former Helen Fuld building)
- Collaboration with Camden Board of Governors to begin construction planning of the new Health Building in the city of Camden.
- Completion of the One-Stop Taft Hall Center
- Renovation of Wolverson Hall - Library
- Completion of HVAC upgrades and renovations of multiple buildings
- Implementation of a facilities preventive maintenance plan, including prioritization of deferred maintenance projects
- Upgrade facilities in support of new college partnerships



- Improve classrooms and facilities to enhance appearance, space use, and access to technology
- Upgrade emergency efficiency in support of College’s sustainability initiatives

## **Technology**

Through the receipt of funding from the Higher Education Technology Infrastructure Grant (HETI), \$1.6 million dollars were spent on technology infrastructure upgrades throughout the College. For example, the OIT department found that cell phone use for internet access by college-age students is 94-96%. Increasing the wireless coverage on the campus would improve the overall user experience by providing continuous internet access throughout the campus. In 2013, the College wireless footprint was expanded by 24% in Blackwood, by 21% in Camden, and by 13% in Cherry Hill.

To create classrooms with competitive educational experiences and to enhance the teaching/learning experience, 46 Audio and Video systems were installed in the new science building and other Blackwood, Camden, and Cherry Hill sites.

## **Enrollment Services**

During the review of the Enrollment Services outcomes, it was noted that the departments were disconnected and not student-friendly for access of services. The renovation and development of Taft Hall as a one-stop center for student services is an example of assessment driven decisions to align fiscal, human, facilities, and technology resources. An academic building was completely renovated to a modern, welcoming space for students. It includes services such as admissions, financial aid, student advisement, tutoring services, disability services, and computer learning labs. Staff have been cross-trained to handle student requests at the initial point of contact. This model not only enhanced the student experience but also created fiscal and human resource efficiencies.

## **Human Capital**

As detailed in Standard II, the College has put a great deal of effort in designing a hiring process that attracts the highest qualified and diverse pool of applicants. Through the Self-Study process, it is clear that a Human Capital Master Plan is needed.

### **5. well-defined decision-making processes and clear assignment of responsibility and accountability;**

The Outline and the authority for the Board of Trustees is detailed by the NJ statute which provides for the appointment of 12 Trustees: 8 from the governmental authority of the county (in Camden County, the Freeholder Board), 2 direct Governor’s appointments, 1 County Superintendent of Schools, and 1 student body alumni appointment. The County College Act details the broad responsibilities and general powers of the Board of Trustees in NJSA 18A: 64A-12 *et seq.* The Board follows the guidelines of the Association of Community College Trustees to establish policies to support the mission and vision, create a culture of ongoing institutional

improvement, and employ, evaluate, and support the College President. The President of the College, who is chosen by the Board, serves as an ex officio member of the Board and is the chief executive and administrative officer of the College. The President has full authority over administrative and operational activities of the College. He communicates regularly with the Board to promote transparency and accountability. The Organizational Tables ([HUR-30](#)) outline all the positions in the College, including reporting lines. Each position has a job description and new hiring searches follow a defined process. Decision-making and budgeting processes follow the defined lines of responsibility and accountability.

In addition to the President's Executive Team review and approval process, Camden County College has a shared Governance Process. The President's Advisory Cabinet includes members of middle and upper management along with representatives from all collective bargaining units. At this meeting all materials that will be presented to the Board of Trustees, including policies, are reviewed and discussed to solicit input from these campus stakeholders. In addition to the Cabinet, the College has a Faculty Assembly with three committees. They include Curriculum, Academic Policy, and Assessment Committees. Agenda topics move through the academic departments and through the academic chairs/coordinators before they are sent to committee. After approval from the committees, they are sent to the Faculty Assembly for approval and then forwarded to the President as recommendations.

**6. comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes;**

Facilities, infrastructure, and technology planning take into consideration sustainability and deferred maintenance and are linked to the College's strategic and financial planning as previously described in this standard. The 2010-2015 Strategic Plan establishes facilities and operational changes to enhance student learning and success. Examples are renovations to add additional lab spaces, advanced teaching environments (Veterinary Technology lab, simulation labs), and increased surveillance capabilities for safety.

Additional examples are as follows:

***Blackwood Transformation Initiative***

In May 2005, the Camden County Freeholders announced an \$83 million dollar initiative to transform the Blackwood campus consistent with the Master Plan. This unprecedented capital initiative was the most significant project undertaken by the College since the founding in 1967. Its completion affected more than half of the facilities and structural amenities on the Blackwood campus. In addition to new construction projects, this initiative added focus on improved sustainability/energy management, operational efficiencies, and efforts to reduce costs through competitive bidding, shared services, and cooperatives.

The College undertook an assessment of the 2014 Master Plan Update, including a review of the aforementioned projects as well as an evaluation of future facilities requirements in consultation with College staff. A new 2017 Master Plan Update, currently in draft form, contains the

proposed goals for the next three years. These goals are consistent with the 2017-2020 Strategic Plan.

### ***Sustainability***

Camden County College has made commitment to improve, to conserve, and to enhance our environment by practicing sustainability while creating healthy living through interactive learning, social involvement, and ongoing research.

Sustainability related accomplishments include: energy efficient buildings, campus-wide recycling program, discounted public transportation fares, electric car charging stations, a new greenhouse, increased campus tree planting and landscaping, Earth Day celebration and activities, paper saving initiatives (e.g. document imaging) to reduce reliance on paper files, mindful eating programs, and many other successes. Updated sustainability goals have been developed in the draft of the 2017 update Master Plan.

### ***Revenue Generation and Deferred Maintenance***

Based on prior assessment, including the Middle States PRR, it was determined that the College was in need of a formal preventative maintenance plan (PMP). Without this plan in place, maintenance of over one million square feet of facilities had been deferred both intentionally (fiscal priorities) and unintentionally (due to lack of plan).

During 2016, the College developed a Preventative Maintenance Plan (PMP) by working with new contracted vendors, Northeast Mechanical and Meridian. Early in 2017, the College established a new shared service agreement with Camden County Improvement Authority (CCIA); one of the joint initiatives was to assist in the management of PMP ([FAC-3](#), [FAC-4](#)). As part of the PMP development, the College identified over \$1 million of deferred maintenance projects requiring attention. The College worked with vendors and CCIA to prioritize execution of these projects over several years. Approximately 1/3 of the deferred project list has been implemented to date. In addition to tackling deferred PMP projects, the College is now managing its facilities according to an annual regular maintenance schedule. Going forward, the goal is to significantly reduce the list of outstanding deferred maintenance projects as financial resources permit and to actively manage facilities according to the current PMP schedule to reduce unneeded future cost outlays.

In addition to managing preventative maintenance, the College Facilities Plan will focus on capital renewal/replacement projects according to the urgency of need ([FAC-3](#), [FAC-4](#)). The first draft will be completed in January 2018 followed by review and input from departments. It will be a three- year plan with annual reviews and revisions as necessary.

With the establishment of the Camden County Improvement Authority (CCIA) shared service agreement, the College has also identified and implemented ways to reduce operating costs through improved staff resource management. In addition, this partnership strengthens the ability of the College to plan and manage construction projects.

## ***Funding***

The College continues to seek additional funding to maintain and update the current facilities ([FIN-8](#)). Project funding has come from a number of sources, including the Transformation Bond, the County, Chapter 12, the Institution, and grants (example - Go-Bond, Equipment Leasing Fund, and Perkins).

## ***Technology***

The College is committed to continually developing and enhancing information technology services and support to connect to a global community of learners and educators. The OIT Technology Plan provides a blueprint for leveraging emerging technologies and information resources that support the Mission of the College. The Plan supports the Academic, Enrollment Management, Facilities, and most importantly, the Strategic Plan. It is based on key information technology trends in higher education and links the College's strategic and financial planning processes to its technology support planning.

Results from the Technology Use Survey administered in spring 2016, ([IEP-12](#)), indicated that over 86% of respondents believed the College used current technology to support learning and services. However, the College is aware of the importance of technology to enhance institutional effectiveness, improve customer services, and increase support to students. In the 2016 survey, there were many students who complained about poor Wi-Fi and internet access on campus. A new master technology plan is underway with an eye toward identifying and prioritizing the institution-wide technology initiatives including but not limited to increasing Wi-Fi coverage on all locations, enhancing all mobile applications, and providing improved support and training on new and existing technology for faculty, staff and students. Enhancements to the College's website that will improve services for students, increase operating efficiencies, and broaden access to reliable information continue to be a priority. Enhancements to the student information system continue as the institution works to implement and update an array of web-accessible student services including registration, fee payment, grading, and advising. Better use of the communication management tool to automate communication with students and early alert systems to help identify students who need additional support will also play a role to increase student success.

Based on feedback from students gathered from the Noel Levitz ([IEP-10](#)) and other internal surveys and focus groups, the Student Support Services area is working with faculty and administration to invest in a number of technology related tools such as Career Coach, EdReady, Colleague Student Planning, and several technology upgrades in an effort to increase student retention and success.

In 2016-2017 the College purchased and implemented Career Coach, a tool designed to help students find a good career by providing the most current local data on wages, employment, job postings, and the associated education and training at the institution. Career Coach has a link on the CCC landing page and in a short time the site has had over 3,600 visits. The tool allows students to explore career interests and build a resume.

In year three of a Title III grant, the iPOWERS initiative has continued to build on the success of its college readiness initiatives with the online intervention tool, EdReady. This on-line resource is designed to help prepare students for the college entrance placement test. Students using the tool saw dramatic increase in their level of placement ([IEP-7](#)).

Colleague Student Planning is a web-based solution designed to help students clarify, plan, and track their course of study to progress more confidently to a degree. Colleague Student Planning helps improve the quality of interaction between students and advisors; helps institutions map future course offerings more effectively; and provides students with the self-service tools they need to register and develop a plan they can follow.

Technology upgrades to improve services to students include an upgrade to the Colleague User Interface and movement of WebAdvisor to a new server. The Payment Gateway has been moved to its own server and updated to provide TouchNet Support. TouchNet is a new e-commerce product that allows CCC students a fast, convenient web-based payment solution.

WebStudy, an on-line platform, is currently used by all College online and hybrid courses. A standardized course shell has been developed and is available to all faculty, including those teaching the face-to-face traditional courses, which provides access to tools designed to increase student engagement and communication. As the demand for and number of students enrolling in on-line courses continues to increase at the College, the institution has invested in training for faculty and students. The College has a long-term relationship with the developers of WebStudy, the College's Learning Management System (LMS). Working with WebStudy developers, the College has helped to inform enhancements to the LMS. This includes new reports to identify at risk students, built-in course evaluation tools, and student satisfaction surveys. The new reports allow faculty to easily view the activity in their courses as well as individual student activity within the courses they teach including last logon, number of logons, missed assignment submissions, number of missed materials not downloaded, and number of unread emails. When the new platform is rolled out, the College will receive the new features as part of the software upgrade at no cost. Training is required for faculty who teach online courses.

**7. an annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter;**

**Criterion 7 addresses Requirement of Affiliation No. 11.**

An external auditor conducted the College's credit hour and financial audits. Reports are presented to the Business Affairs Committee of the Board of Trustees before being presented to the full board. The financial audits are used to complete the IPEDS Financial Report ([FIN-9](#)) as well as the financial section of the Middle States Institutional Profile. The [Annual Audit reports](#) are published on the College website.

The reports from 2007-2017 provide an independent auditor's report on each of the cited years as well as their respective A-133 report of federal and state awards. The financial records have been maintained in accordance with the standards known as Governmental Accounting Standards Board (GASB). For years the College's financial statements have been deemed a fair presentation of the

financial position, cash flows, and business activities of the institution. These unqualified (positive result) opinions were as of June 30 of each year and were in conformity with accounting principles. Since the last PRR from MSCHE (2012-2017) there was one finding and two management letters that indicated opportunities for improvement. Information on the auditor's assessment with follow up action are summarized ([FIN-A7](#)). All of the 2007-2017 report details are available ([FIN-A6](#)).

**8. strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals; and**

**Criterion 8 addresses Requirement of Affiliation No. 8.**

The Institutional Effectiveness Plan ([IEP-1](#)) outlines the assessment of institutional resources to support the College's mission and goals. This process has been described in Standard I. The College also uses the annual audit and the evaluation of objectives during the Strategic Plan report-out.

The College has demonstrated strong stewardship and activities as outlined in Criterion 3. A financially viable budget that provides adequate funding to support initiatives is presented semi-annually. Along with the planning and budgeting process each year, the Executive Team, under the direction of the President, evaluates the adequacy and utilization of College resources and ensures congruence with Mission.

Using collaboration with the County of Camden and the New Jersey Consortium of Community Colleges, the College has participated in a Shared Service agreement for Public Safety, Maintenance, and Facilities, as well as a purchasing consortium. This has allowed the College to save money for increased operational funding.

In congruence with the College mission, alternative streams of revenue and partnerships demonstrate the College's ability to sustain decreasing enrollments while maintaining financial integrity and enhancing service to students. Several examples include Workforce and Customized Training, Continuing Education, Regional Emergency Training Center, Gateway to College and Dual Credit programs with our local high schools, the Career & Technical Institute of Camden County College for adult programming, facility rentals for our four-year Universities, and shared services with the County of Camden.

**9. periodic assessment of the effectiveness of planning, resources allocation, institutional renewal processes, and availability of resources.**

**Criterion 9 addresses Requirement of Affiliation No. 8.**

As the plans and strategic plan report-out demonstrate, the College annually reviews and assesses the initiatives to evaluate what is working and what needs to be modified or terminated. Specific care has been taken to assure that the College's master plans and initiatives are linked to the institution's goals and strategic objectives as well as linking academic affairs goals to strategic goals.

During the analysis of college-wide assessment and this self-study, the College discovered areas of improvement in relation to institutional effectiveness. One example is that although Academic Affairs was linking to the Strategic Plan for annual goals, there was a need for an Academic Master Plan. In 2017, the new Vice President for Academic Affairs led the development of the first Academic Master Plan with clear linkage to the Strategic Plan. The Academic Master Plan will be finalized during 2018. Another example noted was that in 2012 the Curriculum and Assessment department was decentralized. Although institutional-wide assessment was conducted, reporting and follow up showed a decline. Under the new Presidential leadership, a faculty member was given a full release during the 2016-2017 academic year to facilitate this process. Upon further assessment, an increase was observed in collection and coordination of academic assessment. This positive data drove the Presidential decision to reactivate the department and hire a full-time employee in 2017 to oversee Curriculum & Assessment.

It has become apparent to the President that institutional effectiveness needs to be a high institutional priority. All departments need to conduct ongoing assessment with evidenced based actions that are a result of assessment findings. These findings need to be operationalized and documented more effectively to close the loop of assessment. Quantitative and qualitative data results need to drive changes in policy, process, and resource allocation. President Bordon has already made positive changes, as noted above, and will elevate the importance of the Institutional Effectiveness department for continued improvement with more frequent report-outs.

### **Analysis**

The College is committed to student success through self-evaluation and continuous improvement by way of annual reporting and assessment of processes and outcomes. The evaluation of institutional effectiveness and resources is accomplished using metrics, surveys, course level assessment, graduate/alumni follow-up, and student/employer satisfaction as well as numerous internal assessments. The budget preparation process is focused on the need to equip, support, and enhance the programs and services that form the core of the College's Mission. A new budget process that links resource allocation with the College's planning documents and unit plans is in place. This process encompasses all College plans while being mindful of an environment of decreased funding and declining enrollments. Financial viability is confirmed annually through an independent external audit. The College has noted a need for improvement in documentation and linkage of assessment results to drive changes in policy, process, and resource allocation. Although positive organizational changes have occurred from conducting this study, the President continues to be committed to ongoing change and improvement based on assessment outcomes.

### **Recommendations**

1. Continue utilizing the preventative maintenance plan schedule and decrease the list of existing deferred maintenance projects.
2. Increase communication frequency of assessment results, documentation, financial planning, and actions to the Board of Trustees and other stakeholders.

## **MIDDLE STATES STANDARD VII: LEADERSHIP, GOVERNANCE, AND ADMINISTRATION**

**The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with a governmental, corporate, religious, education system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.**

**An accredited institution possesses and demonstrates the following attributes or activities:**

- 1. a clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision making by each constituency, including governing body, administration, faculty, staff, and students;**

**Criterion 1 addresses Requirement of Affiliation No. 12.**

Camden County College's shared governance reflects the Mission and Goals of the institution, focusing on a cooperative effort to engage all parts of the college community including students, faculty, staff, administrators, and the Board Trustees. All invested parties have the ability to be a part of the process. This model, of including all constituencies of the College community, enables and promotes a transparent system of governance.

The Board Policy Manual identifies the roles of the Board of Trustees and the President for policy making and the implementation of such policy into the operations of the institution. It also defines the role of the Board of Trustees and the process for the appointment of trustees as well as the proper procedures for executive decision making including the hiring and evaluation of the President. In addition, the strength of executive policy governance resides in the relationship of the Board of Trustees and the President.

In summary, the Board reviews policy and operations, while the President puts such policy into practice. As the Board and President work together, policy and operations are assessed. Feedback from affected College community constituencies promotes new ways for the College community to participate in the governance process.

### **Board of Trustee Governance**

Camden County College is a comprehensive public two-year college sponsored by the County of Camden and the New Jersey State Department of Education. The College was established through Title 18A of the NJ Higher Education Act of 1966 and is governed by a Board of Trustees.

The Board of Trustees and the President share their governance authority and responsibility on academic issues with the faculty through a process of consultation and advice. This sharing of governance derives from an understanding that faculty have a unique expertise in academic matter because of their role in instruction – the core function of the institution ([BOT-33](#)).



The Board of Trustees consists of 12 members – eight members are appointed by Camden County; two are appointed by the Governor; one serves by virtue of his/her position as Executive County Superintendent of Schools per New Jersey State statute; and one is a non-voting student member elected annually by the graduating class. The President of the College serves as a non-voting member. Per New Jersey Statute, Board members must be residents of Camden County for a period of four years prior to their appointment. No elected public official or employee of the College shall serve as a voting member of the Board. The Board members receive a copy of the Board of Trustee policy on Code of Ethics ([BOT-19](#)) and must sign the document within 30 days of appointment ([BOT-A2](#)). In addition, the policy states that “at first knowledge” the member must notify the board of any possible conflicts of interest that occur after signing. Annually a financial disclosure form is submitted to the President’s office in accordance with NJSA 18A:64A-9. The College strives for a Board composition that mirrors the diversity of our student body. Twenty-seven percent of our Board of Trustees is African American, which is comparable to our Black Non-Hispanic population of students, which is 20%. In addition, the College takes pride in the fact that women make up 64% of our Board ([BOT-29](#)).

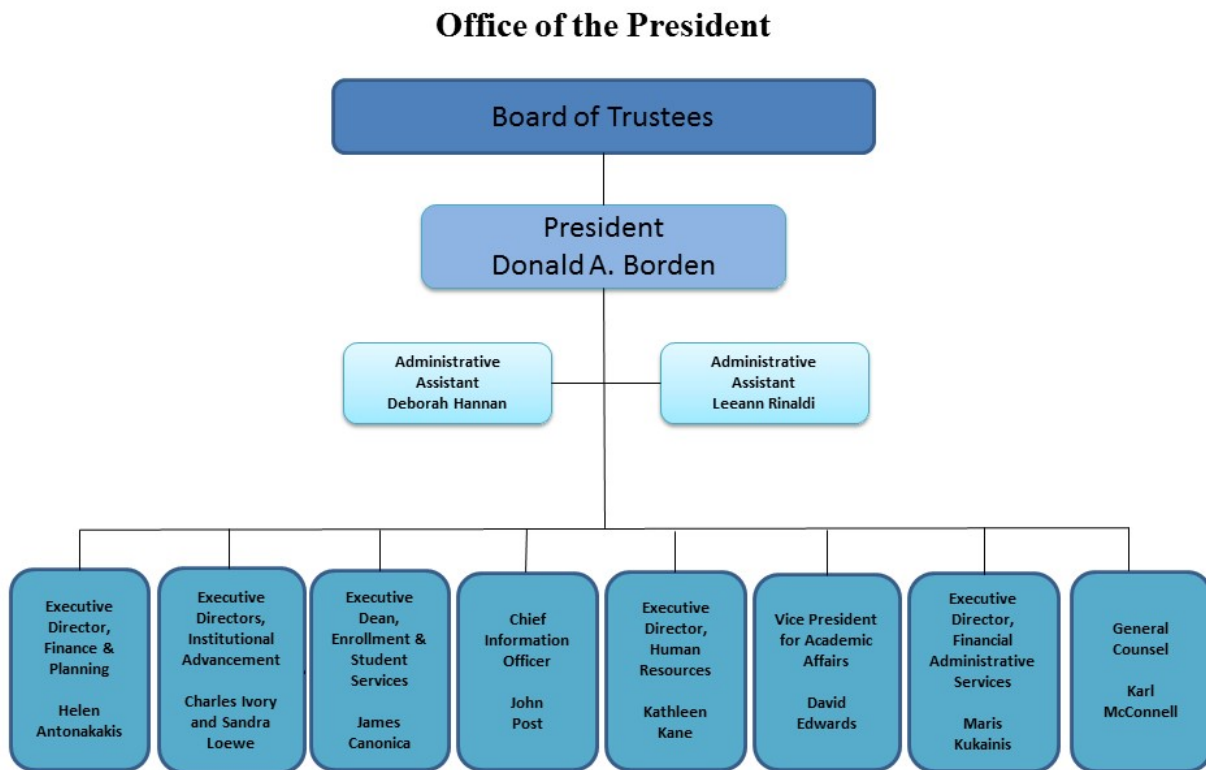
The officers of the Board of Trustees are a Chair, a Vice Chair, a Secretary, and a Treasurer. The officers are elected for a term of one year and hold office until their elected successors take office. Officers are elected at the organizational meeting, which is held in November of each year. A majority vote of the members of the Board of Trustees is required for election ([BOT-13](#)). The full Board meets regularly on the first Tuesday of each month at 7:00 P.M. at a specified location and holds nine meetings per year. Notice indicating the hour and place of regular meetings are mailed to all trustees no later than one week in advance. An agenda, prepared by the President of the College, is sent with the notice of meeting. Written minutes of Board meetings are distributed to all Trustees, the President of the College, and appropriate constituents after the meeting. Board summaries are available on the College shared drive and the [Board of Trustees webpage](#). Every meeting begins with an open invitation for anyone willing to address the Board ([BOT-13](#)).

The Board of Trustees are granted general powers under N.J.S.A 18A:64-12 ([BOT-30](#)) and the Constitution and By-Laws of the Board of Trustees ([BOT-13](#)) identify the roles of the Board of Trustees. Trustees are community leaders and are representative of the broad public interest. They demonstrate leadership in public affairs and have distinguished themselves in fields in the public or private sector. As cited in Standard 6, the Board follows the established guidelines of the Association of Community College Trustees to establish policies to support the mission and vision, create a culture of ongoing institutional improvement, employ, evaluate, and support the College. The Board of Trustees give full autonomy to the President in all administrative and operational decisions. The President keeps the Board informed of his decisions to maintain transparency.

## **Administration**

The Organization Chart for the Office of the President is presented in Figure 7.1. Eight executives support the President ([BOT-A11](#)).

**Figure 7.1: Office of the President Organization Chart**



The College’s Organization Charts outline the structure and reporting lines for faculty, administration, and staff ([HUR-30](#)). This document is updated at least annually. Job descriptions detail all positions on the organization chart. Position descriptions delineate the goal and functions of each administrative position. Qualifications are established for each position based on the requirements of the position, and a committee searches and selects candidates to recommend for hiring. A formal written employee performance evaluation system is implemented throughout the administrative structure to ensure currency of qualifications and effectiveness in conducting assigned responsibilities. The files of the Department of Human Resources contain the records to substantiate administrative qualifications as well as the regular review of the job performance at all staff levels.

### **Faculty**

Faculty teach courses for credit through the Department of Academic Affairs. Faculty members hold office hours and serve on College committees. According to the faculty contract ([HUR-1g](#)), teaching load is 15 contact hours per week and 18 contact hours for science disciplines. There are provisions in the contract for faculty to teach courses beyond load during each semester in the academic year and in the summer. Faculty must hold four office hours per week for activities such as student advisement and course/program assistance. In addition, faculty serve as department chairs/program coordinators.

## **Teaching Administrators**

Teaching Administrators ([HUR-22](#)) are members of the Administrative union. They fill roles such as Program Directors and instruct students. They are 12-month employees and their responsibilities and teaching loads are specified in their individual job descriptions. Similar to faculty, teaching administrators participate on College committees and hold office hours to advise students and provide course/program assistance.

## **Adjunct Faculty**

Adjunct faculty ([HUR-2f](#)) also teach College courses but they are limited to 25 hours per week. Adjunct faculty are welcome to attend department and committee meetings. There are two adjunct representatives to Faculty Assembly. They are organized for participation in decision-making through their collective bargaining agreement. Most importantly, adjunct faculty participate in the President's Cabinet.

## **Staff**

Staff perform various administrative and clerical duties which are prescribed by their position and job descriptions. There are three collective bargaining units that represent the staff at the College: Administration, Secretaries, and Safety personnel. Their role determines appropriate membership ([HUR-22](#), [HUR-23](#), [HUR-24](#)).

## **Shared Governance**

### **Institutional Governance**

The President holds weekly meetings with his staff for communication, planning, decision-making, and updates. The President also chairs the President's Cabinet which meets four times annually. Building upon a model of shared governance, the President's Cabinet is comprised of representatives of the College community, including full-time faculty, adjunct faculty, administrators, staff, collective bargaining units, Faculty Assembly delegates, Deans, members of the Executive Team, and student representation. Important information and updates are provided by members of the Cabinet. For example, recent topics have included enrollment, assessment findings, policy and procedures, new initiatives, and brainstorming for institutional improvements. The agenda and minutes of these meetings are available on the College shared drive.

The President's Cabinet serves as both an advising body for the President and as an avenue to keep the representative groups aware of proposed policies of the College. Policies discussed and reviewed at the President's Cabinet are then forwarded to the Board of Trustees for approval. While productive in discussing and implementing new policies, the President's Cabinet needs to be formalized with regards to membership, policy process, communication, and the potential for inclusion of additional activities such as becoming an integral aspect of Institutional Evaluation.

## **Faculty Governance**

The Faculty Assembly also has an important role in governance. As cited in Standard 6, the Faculty Assembly Constitution and By-laws ([ACA-10](#)) identify the leadership model for faculty in curriculum and instruction, including the following: membership roles for those on committees, Faculty Assembly decisions, and the process for academic proposals before going to the President and the Board for approval. The two standing committees of the Faculty Assembly are Academic Policies and Curriculum. There is also an Ad Hoc Academic Assessment Committee. All meetings of the Faculty Assembly, the Academic Policies Committee, Curriculum Committee, and Academic Assessment are open, and interested parties are welcomed to attend. When either standing committee forwards a proposal to the Faculty Assembly, it is voted on by members of the assembly. If approved, it is forwarded to the Vice President of Academic Affairs and then the President, who with advice from the cabinet, forwards approved policies to the Board of Trustees. Approved policies are shared with the College community on the College shared drive. Collective bargaining unit representatives have this information and can report such policies to those they represent.

## **Student Governance**

Students are encouraged, and the Constitution of the Student Government Association provides for, the means for student participation in governance ([BOT-32](#)). Students are invited to participate on standing committees of the Faculty Assembly and the President's Cabinet. Their opinion is solicited at student round table discussions with the President, Vice President, and other administrators, and through surveys and focus groups.

## **Leadership and Opportunities for Improvement**

Since 2012 the College has gone through an extraordinary transition in leadership and faculty. These changes have included retirements, resignations, and changes in roles. At a leadership level the College has experienced the turnover of 12 Deans, six Vice Presidents/Executive Directors, and the retirement of our President. Turnover at the Board level also impacted the College with the sudden deaths of our Board Chair and two dedicated Board members. Changes such as these present challenges to an organization but also provide opportunity for reflection, evaluation, change, and transformation.

Camden County College has not been deterred from its Mission for Student Success. Lean operations have led to operational efficiencies through changes in structures and processes. Reorganization of responsibilities and Divisional restructuring have been a priority. While loss of historical perspective can be a detriment, it can also be a conduit for change and new opportunities for improvement. Although we have experienced leadership transition, there has been smooth, uninterrupted services for our students, faculty, and staff with a continued commitment to the community in which we serve.

Fortunately, the College is stabilizing as new leaders have emerged or have been hired. With new personnel come new perspectives and fresh ideas. The President has committed to stabilizing the leadership team and creating a culture of capacity building with succession planning. College-

wide leadership will continue to be proactive in creating mission-centric ongoing improvement with accountability. As Camden County College moves forward, this time of transition will become part of its history. The College respect its past as embraces its future.

An example of this new approach occurred on Opening Day, 2017. President Borden led a group of faculty and staff in an exercise to identify the top concerns across the various sectors of the College ([ACA-A26](#)). Over 80% identified student retention and success as the top priority of the College moving forward.

2. **a legally constituted governing body that:**
  - a. **Serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution;**

### **Criterion 2a addresses Requirement of Affiliation No. 12.**

As stated previously, the responsibilities of the Board of Trustees of Camden County College are prescribed by law. The Constitution and By-Laws of the Board of Trustees provide guidance regarding the control and management of the College. The Board is accountable to the county stakeholders for fulfillment of the College's Mission and Goals and state-wide goals for effective management of the College. The Board has final approval of all expenditures. The President reports at each Board meeting, and this is documented in the meeting minutes. Regular reporting and annual retreats help to maintain focus on Mission and Goals of the College. Our Board is active, informed, and engaged. It operates through three committees: 1) Academic and Student Affairs, 2) Business Affairs, Audit, and Campus Development and 3) the Board Executive Committee. In addition, Ad Hoc and Advisory Committees may be appointed as deemed necessary. Committees meet monthly and forward agenda items to the full Board for action. Each Standing Committee consists of at least three members, one of whom is the Chair. The Chairs of the Standing Committees are appointed by the Chair of the Board of Trustees. The Chair and Vice Chair of the Board are ex-officio members with voting powers on all Standing Committees and the President of the College is an advisory member of all Standing Committees. Furthermore, individual trustees are members of committees of the College, such as self-study, master planning, and the Foundation Board. They also serve on statewide committees and as trustee ambassadors for the New Jersey Council of County Colleges. Trustees are especially valuable as advocates for the College with state and local funding agencies ([BOT-13](#)).

### **Academic and Student Affairs**

Academic and Student Affairs, a Standing Committee of the Board, reviews proposed programs of study for all areas of the curriculum in conjunction with recommendations of the President. The committee makes recommendations to the Board as to all matters pertaining to the educational operation of the College. The committee also makes recommendations to the Board on issues of admissions, counseling, financial aid, student life and activities, and other student functions.

## **Business Affairs, Audit and Campus Development**

Several entities contribute to the financial concerns of the College including: Business Affairs, Audit and Campus Development, a Standing Committee of the Board, and the President. This group reviews and makes recommendations to the Board on the receipt and expenditure of funds as well as the operating and capital budgets. This committee is informed of the results and findings of all financial audits.

## **Executive Committee**

The Executive Committee consists of the officers of the Board and has the power to exercise only that authority specifically delegated to it by the full Board of Trustees during the intervals between meetings of the Board of Trustees. All actions are reported back to the Board of Trustees.

## **Annual Board of Trustees Retreat**

The Annual Board of Trustees Retreat is held each June. Presentations are provided by the President and members of the College community regarding strategic initiatives and outcomes. This retreat offers an opportunity for the Board to assess the progress during the Academic year. It also engages them in discussions about future planning on academic programs, enrollment, finances, and facilities projects. In addition, the retreat provides a forum to discuss current higher education issues and emerging opportunities for the College.

- b. has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities;**

### **Criterion 2b addresses Requirement of Affiliation No. 13.**

In accordance with New Jersey Statute 18-A, the power of and control of the College is vested in the Board of Trustees. The requirements of membership of the Board have been previously described. Furthermore, no elected official shall be a member of the Board of Trustees. The first standard of the Code of Ethics for College Trustees ([BOT-19](#)) is: “No trustee shall have any interest, financial or otherwise, direct or indirect, or engage in any business or transaction or professional activity, which is in conflicts with the proper discharge of the trustee’s duties to the College.” As noted in Standard 6, the Board members must sign off on a financial disclosure upon appointment and annually thereafter.

- c. ensures that neither the governing body nor its individual members interferes in the day-to-day operations of the institution;**

### **Criterion 2c addresses Requirement of Affiliation No. 13.**

At Camden County College, the linchpin of the shared governance relationship is the concept of policy governance, which the Board embraced over two decades ago. According to policy

governance, the Board focuses on mission centric policy and outcomes, and the President has full execution for the policy and procedures adopted by the Board. In reality, the lines dividing these responsibilities are not so stark and there is good discussion, primarily in Board committees, where policy and operations are considered together. Policy governance works at Camden County College because of several factors. Board leaders exercise good judgment to distinguish between policy and operations. The President facilitates information sharing and open exchange between Trustees and staff in committee meetings. Monthly staff reports prepare trustees to address substantive policy issues in a planned fashion rather than in crisis or after the fact. For example, regular review of strategic financial indicators enables trustees to monitor the College's fiscal picture so that when it is time to approve the budget or set tuition rates, they have a good understanding of the context and are able to focus on policy decisions rather than line items.

- d. Oversees at the policy level the quality of teaching and learning, the approval of degree programs, and the awarding of degrees, the establishment of personnel policies and by-laws, and the assurance of strong fiscal management;**

The Board of Trustees has authority for the oversight of the quality of educational programs, the awarding of degrees and certificates, College finances, policies related to personnel, and the appointment of the President. The Board of Trustees and the President share their governance authority and responsibility on academic issues through a process of consultation and advice. This sharing of governance derives from the understanding that the faculty have unique expertise in academic matters because of their role in instruction ([BOT-33](#)).

- e. plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution;**

In accordance with the Board of Trustees' Constitution and By-Laws ([BOT-13](#)), a standing committee of the Board, Business Affairs, Audit, and Campus Development Committee, oversees the financial affairs of the College and advises the Board on fiscal matters. These include the preparation of the College's annual budget, tuition charges, and the overall fiscal viability of the institution. Recommendations are sent to the full Board for approval and then are presented to the College community. The Board also reviews and discusses the annual financial audits with initiatives for improvement. College financial audits are available on the College's website on the College Budget & Financials [webpage](#).

- f. appoints and regularly evaluates the performance of the Chief Executive Officer;**

To ensure that the Chief Executive Officer has the appropriate credentials and experience to fulfill the mission of the College, the Board of Trustees has a "Policy on Presidential Searches" ([BOT-22](#)). The process requires selecting a search committee with broad representation of the College, establishing a timeline, and recommending candidates to the Board of Trustees.

Search committee members, with their titles and affiliations, are public information, as is the timeline for the search process.

Curricula vitae for the four finalists in the most recent presidential search were available to College faculty and staff for review, and all finalists were available in public sessions to answer questions from community members. In accordance with board policy, the search committee and board evaluations and deliberations were kept confidential and conducted in private.

The Board of Trustees evaluates the performance of the President annually ([BOT-A5](#)) in an executive session where a discussion of the evaluation takes place. At this time, collaboration between the Board and the President occurs with goal setting for the following year.

**g. Is informed in all its operations by principles of good practice in board governance;**

Monthly during the Board committee meetings, the President and Executive team discuss current operations and institutional initiatives. The Board Chair and President frequently discuss the institution's operations.

**h. Establishes and complies with a written conflict of interest policy designed to ensure the impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest;**

The Code of Ethics for College Trustees ([BOT-19](#)) addresses the standards for which Board members are held accountable. Within thirty days of appointment, each trustee must file a financial disclosure form which discloses the nature of any financial interest or business relationship which the trustee has which relates to the College or the trustee is otherwise required to disclose under applicable law with the secretary of the Board and the Local Finance Board. All trustees file financial disclosure statements annually. In addition, the President and all members of the Executive Staff file annual financial disclosure statements.

**i. supports the Chief Executive Officer in maintaining the autonomy of the institution;**

In accordance with New Jersey Statute 18-A, the power of and control of the College is vested in the Board of Trustees to determine all policies and regarding College operations. The Board delegates full executive power to the President for the execution of all policies and procedures adopted by the Board.



**3. a Chief Executive Officer who:**

- a. is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body;**

A strength of governance at this College is the professional and productive relationship between the President and the Board. Title 18A charges the Board with "management and control" of the College and then seventeen specific powers are delineated such as the hiring of a president to serve as chief executive officer. Given the language of the statute, the ability of the Board and President to work cooperatively is the key to establishing an atmosphere that facilitates institutional effectiveness and student success.

New Jersey Statute 18A lists the general powers of the Board of Trustees of a county college. Among these powers is appointing and fixing the compensation and term of office of a president of the college, who shall be the executive officer of the college.

The President is responsible for the administration and operation of the College and evaluated annually by the Board of Trustees. He reports regularly at committee and Board meetings and presents the "State of the College" at the annual board retreat.

- b. has appropriate credentials and professional experience consistent with the mission of the organization;**

In accordance with the "Policy on Presidential Searches", the College recently completed a search, appointing Donald A. Borden as Camden County College's fifth President on April 5, 2016 following a nationwide search by the College's Board of Trustees. Mr. Borden was most recently Executive Vice President at the College and assumed the Presidency on July 6, 2016.

Mr. Borden previously served as superintendent of the Audubon Public School District in Camden County from 2006 to 2013. During his tenure, the district solidified their financial footing while increasing diversity through the implementation of the school-choice program. In addition, his entrepreneurial approach to leadership led to creating partnerships with a number of organizations which increased the district's revenue. He also reorganized the district which led to greater fiscal efficiency and improvement of the delivery of support services while maintaining research-based class sizes. During his time as superintendent, Mr. Borden served as an officer of the Camden County Superintendent's Roundtable.

Mr. Borden holds a master's degree in educational leadership from Rowan University and a bachelor's degree from Glassboro State College.

- c. has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission;**

The Board of Trustees has full authority to determine all policies and procedures with respect to the operation of the College. Within that context, the Board may delegate authority. The Board of

Trustees delegates to the President the power for execution of College policies and procedures. This provides the President with the authority and autonomy to fulfill his responsibilities that include planning, staffing, resource identification and allocation, and direction for the attainment of Mission and Goals.

As the standing committees receive recommendations related to programs, personnel, facilities, and finance, the President informs the members of how these matters impact the College. In addition, the President's Report at each Board meeting appraises the members of the endeavors, accomplishments, and issues facing the College.

- d. has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness;**

The administrative structure and services of the College flow directly from Mission and Goals. In spite of the leadership turnover discussed previously, the administration is credentialed, experienced, current with leadership and management theory and practice, and organized to support effective teaching/learning in a large, complex, multi-campus institution. Most positions require a master's degree along with an appropriate amount of experience, preferably in a community college setting. In the case of senior-level positions, 10 years of progressive administrative experience is typically required. Qualifications for each role are congruent with the job description ([BOT-A10](#)).

- 4. An administration possessing or demonstrating:**
  - a. An organizational structure that is clearly documented and that clearly defines reporting relationships;**

The Organizational Chart clearly documents all reporting lines of administrators. Each of their responsibilities are clearly identified in job descriptions available in the Office of Human Resources.

- b. An appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities;**

The administrative structure at Camden County College is designed to support the College's Mission and is appropriate for the size and complexity of the College. Experienced and appropriately-credentialed senior administrators lead the institution. Lines of organization and authority are clearly delineated although administrators regularly collaborate across divisions and units. Recent changes in the senior leadership, as previously described, present opportunities to think about leadership and review the administrative structure to ensure that it is serving the evolving needs of the institution.

**c. members with credentials and professional experience consistent with the mission of the organization and their functional roles;**

Members of the Camden County College community have the credentials and professional experience that are consistent with the Mission and Goals of the College and their functional roles. Job descriptions are carefully created with duties and responsibilities to match the related grading system and have the specific requirements listed. Job descriptions are also screened by the Office of Human Resources and the General Counsel for the College for compliance with State and Federal Statutes regarding discrimination and disabilities. When a position opens, the process for filling that position is followed and includes a requisition, approvals, and creation or review/revision of a job description that includes the minimum qualifications. The request for the position with supporting documents must show alignment with the Mission and Goals. The College then begins the recruitment process for a qualified and diverse candidate pool. A search committee is appointed for most administrative positions and all teaching positions. A rigorous process ensues that strives for the best candidate whose credentials and experience are aligned with the Mission and Goals of the College.

**d. skills, time, assistance, technology, and information system expertise required to perform their duties;**

The executive staff possesses the expertise required to perform their job duties. Executive and administrative positions are well defined, and support structures are in place to insure they are effective in their duties.

**e. regular engagement with faculty and students in advancing the institution's goals and objectives;**

The President gives an update at Opening Day in the fall and at Professional Development Day at the beginning of the spring semester. Faculty Assembly meetings also provide an opportunity for the President to address the College community. Periodically, Town Halls are held to provide College updates and to obtain input and feedback from faculty, staff, and students.

The President's Cabinet meets on a regular basis throughout the academic year to discuss topics important to the governance structure of the College. The President's Cabinet consists of representatives from all academic divisions, representatives from the administration as well as union officials and students.

The President also holds an Administrative Staff meeting the day after the Board of Trustees meeting. This meeting is attended by a broad constituency from the College community. This meeting includes sharing of important items from the Board of Trustees meeting. In addition, this setting provides an opportunity for individuals to share information, activities, and initiatives that are happening at the College. Meeting notes are available on the College shared drive. Historically the previous Vice President of Academic Affairs frequently engaged with faculty in many ways. This practice has continued with both the interim and new Vice Presidents. The Vice President presents at all Faculty Assembly meetings to provide updates related to Academic

Affairs and to bring issues to the forefront. Faculty are provided with ample opportunity to comment and ask questions through the governance structure.

The Vice President and Executive Directors hold regular staff meetings. These meetings are vital to communication and sharing of information to advance the College's Mission and Goals. These administrators also attend Faculty Assembly meetings.

**f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations; and**

All efforts at the College are directed to meeting the College's Mission and Goals. Those goals are the Indicators of Institutional Effectiveness and are measured with specific metrics. The metrics are tracked and shared at the executive level and throughout the College.

The individual departments/divisions share and discuss assessment data with their respective Vice President or Executive Director. There are also opportunities to evaluate program workforce effectiveness during Advisory Board Meetings. In addition, some of the College career programs are accredited by specialized/national agencies with well-developed plans that include changes made as a result of program assessment. Those programs prepare self-study documents for reaccreditation by their specialty organization. The listing of all accredited specialty programs is available on the College [website](#).

As mentioned in previous Standards, this self-study has informed the College that although administrative assessment activities occur, a systematic process for timely reporting of results with documented action is needed in all areas of the College to create assessment loop closures.

**5. periodic assessment of the effectiveness of governance, leadership, and administration.**

The President meets with the Executive Team weekly to discuss issues and priorities. These meetings also provide for planning that is congruent with the College's Mission and Goals and review of outcomes

The President's annual evaluation is provided by confidential written communication from the individual trustees to the Chairman and by group discussion between the President and the Board ([BOT-A5](#)). Evaluation of the effectiveness of the Board is done at the same retreat meeting ([BOT-A6](#)). After discussion of strengths and weakness regarding Board effectiveness, suggestions for improvement are made in group session or to individuals by the Chairman of the Board.

The College has documented processes for assuring the competence of its administration, and instruments are in place to evaluate the performance of all employees. Activities of administrators and departments are linked directly to the College Mission through an Institutional Strategic Plan and divisional objectives. The administrative structure is designed to support the Strategic Plan and is modified, when necessary, based on regular assessments. Several important modifications have taken place since the last Self-Study, including a realignment and expansion of

administration to enhance support structures for students and to comply with increased regulations and reporting requirements, including those for veterans and international students.

## **Analysis**

Governance at Camden County College is focused on the achievement of the students and fulfilling the College's Mission and Goals. The Board functions effectively through their work on institutional policy, financial responsibility, and academic quality. Board members are kept informed of issues at the College and collaborate on successful strategies related to national trends and best practices through the meeting process and annual retreats.

The President has the full support of the Board as well as an Executive Team that contributes to his effectiveness and is engaged in meeting the College's Mission and Goals. The new President has taken decisive steps to increase communication at all levels at the College, including with students. Despite recent leadership changes, the College remains focused on the success of our students and community.

This self-study has informed the college that although administrative assessment activities occur, a systematic process for timely reporting of results with documented action is needed in all areas of the College to create assessment loop closures.

The leadership transitions have provided opportunities for renewal and creating a more focused culture of evidenced-based assessment with documented actions related to institutional improvement. The Presidential vision of creating focused succession planning will enhance the institution's ability to create emerging leaders, provide capacity building, and accountability.

## **Recommendations**

1. Continue to stabilize the College leadership while developing succession planning.
2. Create a culture of accountability starting with the executive team.
3. Improve the systematic process for timely reporting of assessment results with documented evidence-based actions that are cross institutional.

## Conclusion

Since the decennium, Camden County College has experienced great change. The leadership of a new President and new Board of Trustees Chair have brought different perspectives that generate fresh ideas. The Self-Study was an opportunity to reflect on the past as the College embraces its future. Through this self-study process, the College has conducted a collective review of the institution and determined the overall progress the College is making toward its Institutional priorities of Access and Affordability, Student Success, Resources, and Labor and Community Engagement, as well as demonstrate compliance with each of the Standards.

The College consistently considers its stated Mission and Goals in strategy development, academic program development, and resource allocation. Progress is evaluated through the lens of the Institutional Effectiveness Plan. With the development of the Office of Institutional Effectiveness, assessment across the institution is moving forward.

Camden County College provides a climate that fosters respect for individuals from a range of diverse backgrounds, ideas, and perspectives. The College has processes in place to assure ethics and integrity, commitment to academic freedom, fair and impartial grievance procedures, and avoidance of conflict of interest. Services and programs are in place that promote affordability and accessibility and to help students understand funding.

The College provides multiple offerings that include career and transfer programs and workforce training. Students are taught by faculty, teaching administrators, and adjunct faculty who are qualified for their positions. A strong General Education program promotes a solid foundation for student learning. Adoption of the Guided Pathways model is a priority in meeting the goal for student success. Since the decennium, assessment of teaching and learning at the College has gone through a period of transition and is again a centralized function in order to provide a sustainable process.

In an environment of declining enrollments and decreased funding, the College has demonstrated strong stewardship with a financially viable budget that provides adequate funding to support operations and initiative aligned with Mission and Goals. Despite massive leadership change, Camden County College remains focused on student success. Governance involves a cooperative effort that engages all parts of the College community including students, faculty, staff, administrators, and the Board of Trustees.

The Self-Study process has been useful and meaningful in providing the evidence for institutional planning that will be strengthened and sustained. The College will strive for continuous improvement to meet its Mission and Goals. Camden County College remains steadfast to its goal of student success as we encourage them to “Dream. Learn. Prosper”.