SELF-STUDY REPORT 2019

Submitted to the Middle States Commission on Higher Education.

Rowan College at **BURLINGTON COUNTY**

Rowan College at Burlington County
SELF STUDY
GOAL: *REACCREDITATION!*

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INTRODUCTION

Rowan College at Burlington County (RCBC) is a public community college that offers a comprehensive array of associate degree and industry-relevant certificate programs. It was founded by citizens who believed that learning is a lifelong activity and that every person should have the opportunity to pursue education from which he/she can benefit. The college opened its doors on September 2, 1969 as Burlington County College in temporary facilities and, in 1971, moved to new buildings on its first campus in Pemberton, NJ. In June of 1972, the Middle States Commission on Higher Education accredited RCBC. As RCBC celebrates its 50th anniversary, the College takes pride in its continuing efforts to develop and expand its mission and commitment to providing affordable, high-quality, educational opportunities to a diverse population. The current mission statement, which clearly reflects this commitment, is *Rowan College at Burlington County transforms lives by delivering innovative, high-quality and affordable educational experiences in an accessible and diverse environment*.

To accommodate growth and opportunities for students choosing to begin their academic journey at the associate degree or certificate level, the College expanded its program offerings and added additional locations in Burlington County. A three-year review of student enrollment data initially revealed a downward trend, which was common throughout the community college sector. This trend at RCBC reversed in spring 2017 with a 2.8% increase when compared with spring 2016 enrollment and the College continued this positive momentum for three consecutive semesters as can be seen in the table below.

Table 0.1 Three Year Enrollment Comparison

ENROLLMENT	FA 2015	SP 2016	FA 2016	SP 2017	FA 2017	SP 2018	FA 2018
Full-Time	4289	3687	4178	3693	4458	3912	4418
Part-Time	4437	4398	4408	4626	4493	4516	4472
TOTAL	8726	8085	8586	8319	8951	8458	8890

In fall 2018, there was a slight drop of 0.7% from the previous fall and, looking forward, the College is predicting stable enrollment. The ratio of full- to part-time students has increased over this time period with 49.7% of students enrolled full-time and 50.3% attending part-time in fall 2018. The table below shows the top 10 RCBC programs based upon student enrollment:

Table 0.2 Top Ten RCBC Programs by Enrollment

PROGRAM	ENROLLMENT
Health Sciences, AAS	997
Business Administration, AS	606
Liberal Arts and Sciences, AS	469
Health Science, AS	421
Psychology, AA	378

Criminal Justice, AS	373
Nursing, AAS	363
Biology, AS	315
Liberal Arts, AA	269
Computer Science, AS	252

In 2015, the college was renamed Rowan College at Burlington County under a historic partnership with Rowan University that created a seamless path to affordable Bachelor's degrees through the 3+1 program. Students who enroll in the 3+1 program complete their freshman and sophomore year courses at RCBC earning an Associate degree. They continue at RCBC taking junior year courses at the community college location and cost and then, in their senior year, enroll in courses with Rowan University. RCBC students can take their senior year courses at the Rowan University campus, at the RCBC Mount Laurel campus, or online. Students choosing to take their senior courses online or on the RCBC Mount Laurel campus receive a 15% discount on Rowan University's tuition. The benefits to the student are many and include attainment of two degrees at a greatly reduced price of about $25,000 with minimal student debt, increased support through RCBC and Rowan University student support services, and the convenience of seamless transfer.

The 3+1 program currently includes the following Bachelor's degree programs:
- BS and BA in Biology
- BA in Computing and Informatics
- BS in Inclusive Education
- BA in Law and Justice Studies
- BA in Liberal Studies (Concentration in Philosophy and Law and Justice Studies)
- BS in Nursing (RN – BSN only)
- BA in Psychology

While RCBC's 3+1 partnership with Rowan University is relatively new, enrollment has surpassed expectations and by spring 2019 included 1,122 students.

In addition to its for-credit offerings, RCBC offers an array of non-credit classes, customized training, and professional certifications through its Workforce Development Institute (WDI). WDI was established as a division of the College in July 2015 out of a needs focused approach to a more unified and coordinated collaboration of county and college workforce resources. As a model of shared services, it works closely with leading employers to align its personal and professional development certificate programs and courses with the skills employers and employees need today and in the future. New programs have been developed in response to industry demand, with many that provide pathways to credit programs. In addition, the Workforce Development Institute has increased and improved upon the College's partnerships with businesses and fostered internships and work-based learning opportunities for students.

Regarding RCBC's locations throughout Burlington County, the 112-acre Mount Laurel Campus opened in 1995 and quickly became the most popular due to its convenient location on Route 38, close to I-295, with easy access to the thriving business community in Mount Laurel and the region. Laurel Hall, Votta Hall, Evans Hall, Technology and Engineering Center (TEC), Science Building, and the new state-of-the-art Health Sciences Building contain lecture rooms, science and computer laboratories, simulation laboratories, administrative office space, and meeting rooms. Adding construction of the new Student Success Center, which houses all student support services, the Knowledge Commons Library, and student cafeteria in one location, to the Mount Laurel campus provided the necessary facilities and infrastructure to transition out of Pemberton and better serve students from one main campus. The Middle States Commission on Higher Education approved a substantive change to make Mount Laurel the main campus of Rowan College at Burlington County in spring 2018 and, after the college liaison's visit in September 2018, this change became official.

RCBC has an additional location, which is the Mount Holly Center located at High and Mill Streets in the heart of the county seat and nestled among restaurants, quaint shops, and other businesses. This 20,000 square foot newly renovated facility houses the majority of programs in the Art and Design meta-major including Art, Culinary Arts, Fashion Design, Graphic Design and Digital Media, Pastry Arts, and Photography. These programs complement the thriving arts community that is evolving in Mount Holly. The related Fashion Product Merchandising and Hospitality and Tourism Management Programs also reside in the building. The facility itself, which houses the culinary arts kitchens and restaurant; photography, fine arts, and fashion studios; graphic design laboratory; and student art gallery is a former bank building and the college was intentional in preserving its historic, artistic, and architectural charm during renovation.

In addition, RCBC has had a presence in Willingboro, NJ since 1974, when it began offering a variety of credit and personal and professional development programs from a more accessible location for residents of towns along the Route 130 corridor. The Willingboro campus includes classrooms, computer labs, a student lounge, and administrative offices. Finally, the Joint Base McGuire-Dix-Lakehurst (MDL) Education Center includes classrooms, computer labs, and office space. Classes on the base are offered in flexible seven-week sessions to accommodate service members and their families.

Rowan College at Burlington County entered into self-study in September 2017 after approval of the Self-Study Design by Dr. Idna Corbett, the College's MSCHE liaison. The goals of the self-study process are

- To reaffirm accreditation by the Middle States Commission on Higher Education
- To construct a concise and purposeful self-study document, which serves as a valuable resource for institutional planning, change, and growth related to institutional goals and priorities
- To engage the college community in a collaborative and collegial process of critical assessment of strengths and opportunities for improvement and innovation

- To thoroughly examine the effectiveness of the college's student learning and institutional effectiveness assessment, academic program and operational unit reviews, and cycle of continuous improvement
- To strengthen the college's ability to adapt to change with particular attention to fiscal resources and budgetary challenges and to demonstrate sound fiscal management

During Academic Year 2017-2018, approximately 140 members of the RCBC community including administrators, faculty, staff and students met monthly as part of eight different work groups to answer the Self-Study Design research questions and collect evidence for the documentation roadmap. Seven of the workgroups were assigned a Standard for Accreditation and the members of these work groups are included in the Self-Study chapter related to their assigned standard. The eighth work group focused on Verification of Compliance with Accreditation Related Federal Regulations and their membership is included in Appendix A. The Steering Committee, which is comprised of all the Work-Group Chairs, members of the President's cabinet, and college personnel with specific expertise guided the process (Appendix B). At the end of the first year of Self-Study, the work group members were asked about their experience in line with the third bulleted goal. Their comments were gathered into a word cloud that clearly shares their sentiments.

The first completed draft of the Self-Study was uploaded to the RCBC Intranet as the fall semester began to provide internal stakeholders with an opportunity to review and comment. It was also forwarded to Dr. Keen, Team Chair, in preparation for his preliminary visit, which took place in October 2018.

The Steering Committee reconvened in September 2018 to begin the second year of Self-Study. Between the first and second years, a significant change in leadership took place. The faculty co-

chair relocated to the west coast and RCBC's new Faculty Excellence Coordinator agreed to assume the Co-Chair role. The Steering Committee met with Dr. Keen during his preliminary visit and integrated his suggestions into the final version of the Self-Study report. The second draft was shared for comment and review and the final version will be communicated to internal and external stakeholders. As the Self-Study process draws to a close, the Steering Committee is meeting monthly with a focus on preparing the college community for the team's visit in March.

In the ensuing chapters, which are numbered according to the standards they address, Rowan College at Burlington County focused on Self-Study bulleted goals two, four, and five. For ease of reading, the College used narrative with embedded links to the documentation roadmap to tell its story. A list of all documentation roadmap evidence can also be viewed in Appendix C. Each chapter concludes with an executive summary, strengths, opportunities for improvement and innovation, and a list of the work group members. Within the executive summary, each chapter is broken down according to its subheadings and then linked to the relevant Standards for Accreditation criteria and Requirements of Affiliation that they address.

STANDARD I: MISSION AND GOALS

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

REQUIREMENT 7

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

Introduction

As Rowan College at Burlington County (RCBC) prepares to celebrate its 50th anniversary, the College takes pride in its continuing efforts to develop and expand its mission and commitment to providing affordable, high-quality, educational opportunities to a diverse population. The current mission statement, which clearly reflects this commitment, is "Rowan College at Burlington County transforms lives by delivering innovative, high-quality and affordable educational experiences in an accessible and diverse environment." RCBC's stated goals, which are clearly linked to its mission, increase awareness and expand upon the high-quality academic and enrichment opportunities available to diverse populations in myriad ways while also providing access to one of the most affordable bachelor's degrees in the nation.

Development of the Mission Statement and Goals

In 2015, RCBC set forth an ambitious plan to transform the college with a new name to reflect a historic partnership with Rowan University that offers alumni guaranteed acceptance to the university; modernization of the Mount Laurel campus; transition of the main campus from Pemberton to Mount Laurel; and a management realignment focused on academics, student success, and workforce development. To align its strategic plan, mission, and goals with the new

direction, the College held monthly strategic planning meetings from June 2015 thru March 2016. The Senior Vice President/Provost was tasked with leading a broad team of college and county officials, listed in the table below, to envision and develop the new mission statement and specific goals that were clearly linked to and representative of the mission.

Table 1.1 Strategic Planning Work Group

RCBC Team Members	Position	RCBC Team Members	Position
Jaclyn Angermeier	Chief Financial Officer	Karen Archambault	Dean of Enrollment Management
Leah Arter	Executive Director of Workforce Development	Catherine Briggs	Dean of Student Success
Michael Cioce	VP of Enrollment Management and Student Success	Anna Payanzo Cotton	VP of Workforce Development and Lifelong Learning
Paul Drayton	President	Matthew Farr	Chief Operations Officer
Martin Hoffman	Dean of Learning Resources	Stacy Jankiewicz	Executive Director of Human Resources and Administrative Services
Ken Mariano	Faculty Member	Brittany Quintana	Foundation
Anand Ramaswami	Dean of STEM	Tiffany Ruocco	Faculty Member
David Spang	Senior Vice President and Provost	Kathryn Strang	Director of Compliance, Assessment, and Research
Gregory Volpe	Executive Director of Strategic Marketing and Communications	Bernadette Wright	Associate Dean, Liberal Arts
Burlington County Team Members	**Position**	**Burlington County Team Members**	**Position**
Nick Behmke	Chief Information Officer	Marc Krassan	Chief Financial Officer
William Lammey	Architect	Vern McKissick	Architect
Charlene Webster	Marketing and Communications		

This team developed RCBC's mission statement and institutional goals, which are embodied in the 2020 Strategic Plan, using four pillars: Access, Affordability, Quality and Effectiveness, and Student Success. On November 17, 2015, the College held an open forum in Laurel Hall to discuss the proposed Strategic Plan. Approximately 60 people attended, including community members, students, faculty, staff, and administrators. The proposed strategic plan was presented at the Governance Meeting on November 19, 2015 with students, faculty, and administrators representing all four Senates in attendance. The Strategic Plan, mission statement, and

institutional goals, were approved and adopted by RCBC's Board of Trustees on March 15, 2016. The next day the College announced the new mission statement and Strategic Plan through a press release; social media; emails to faculty, staff, and students; and on its website.

RCBC's Mission and Goals

To show how the institutional goals are consistent with the mission, the following key words were pulled directly from RCBC's mission statement: transforms lives, innovative, high-quality, affordable, accessible, and diverse. The ways in which the institutional goals directly apply to these keywords can be seen in the table below:

Table 1.2 Institutional Goals Related to Key Words in Mission Statement

Key Words in Mission Statement	Institutional Goals Related to the Key Words
Transforms Lives	Access: Goals A, B, C, and D Affordability: Goal B Quality and Effectiveness: Goal C Student Success: Goals B and C
Innovative	Access: Goals A and C Affordability: Goal B Student Success: Goal B
High-Quality	Access: Goal A Affordability: Goal B Quality and Effectiveness: Goals A and B
Affordable	Access: Goals A and B Affordability: Goals A and B Quality and Effectiveness: Goal C Student Success: Goals A and B
Accessible	Access: Goals A, B, C, and D
Diverse	Access: Goals A, B and D Affordability: Goal B Quality and Effectiveness: Goal C Student Success: Goals B and C

Rowan College at Burlington County's mission and goals are not static words on a page; they inspire and guide the College in all of its actions every day. From its founding, RCBC has a proven record of innovation and growth. The current mission statement and institutional goals reflect an expanding and evolutionary process and continue to guide RCBC into the future.

RCBC's mission statement is operationalized and fulfilled by the Strategic Plan's four pillars as described below:
- The **Access** pillar increases awareness and expands upon the high-quality academic and enrichment opportunities available and accessible to diverse populations; provides high school students with skill evaluations and access to opportunities to prepare for college-level work; provides effective student support services and resources to enable learners;

- and strengthens and grows distance education in order to provide convenient access to academic programs.
- The **Affordability** pillar sets forth an agenda to keep RCBC's tuition among the most affordable in New Jersey by consolidating the Pemberton and Mount Laurel campuses and transitioning the College's main campus to Mount Laurel, NJ; developing partnerships that reduce operating expenses and costs for students; and expanding the college's financial base to reduce reliance on tuition.
- The **Quality and Effectiveness** pillar demonstrates the College's commitment to assessment and improvement, which has been recognized by the Middle States Commission on Higher Education in previous accreditation visits. The institution's goals attempt to go further by leveraging data to better identify and respond to students' needs and inform decision making; by infusing technology throughout the curriculum and delivery systems; and by providing professional development to maintain high-performing faculty and staff.
- The **Student Success** pillar aims to strengthen meaningful pathways for students; reinforce and improve upon student persistence, retention and graduation rates; and facilitate an environment supportive of curricular and co-curricular student needs.

The focus on these pillars has led to systemic change and the opportunity to reimagine what a modern community college should be in the 21st century. Keeping institutional goals realistic, achievable, appropriate to higher education, and consistent with the mission is key to RCBC's future success. In exploring all 12 goals, along with the programs, initiatives, and processes that demonstrate fulfillment of these goals, it is clear to see how they guide faculty, administrators, staff, and governance structures to achieve the College's mission. Whether in planning, resource allocation, student learning, program and curricular development, or student support services, the College's institutional goals around access, affordability, quality and effectiveness, and student success are intrinsically connected to Rowan College at Burlington County's mission. To further understand this connectivity, it is important to provide examples that demonstrate how the College is fulfilling each of its 12 goals. Many of the examples listed below are further explored in Chapters 2 through 7 but are introduced here.

Beginning with the Access pillar, Rowan College at Burlington County is uniquely positioned to serve all students and to partner with employers to create customized training programs to address real needs in the region's workforce. Regarding students, RCBC is an open enrollment institution and earning college credits can begin in high school. RCBC is focused on programs that provide high school students with a head start toward their college education. RCBC is also intentional about building upon its distance learning program to make college more accessible to students with geographic and/or time constraints. Incorporation of the Workforce Development Institute (WDI) as a division of the College combines all of the workforce development resources of county agencies with Burlington County's only post-secondary educational institution into one powerful unit. Access pillar goals, along with examples that demonstrate accomplishments, are described below.

Access, Goal A: Increase awareness and expand upon the high-quality academic and enrichment opportunities available and accessible to diverse populations.

- The Educational Opportunity Fund (EOF) provides customized support programs to empower students to achieve their educational goals. This program is for first-time, first-generation freshmen who meet the financial guidelines. EOF students receive a separate orientation which includes a career assessment, introduction to campus leaders, and academic transfer planning. These students receive ongoing advising and workshops throughout the year as well.
- The International Office provides workshops and advising to assist international students in making the most of their educational experience at RCBC.
- The Workforce Development Institute (WDI) works with local employers and provides job seekers and businesses with the relevant training and education they need to meet the evolving challenges of the modern workforce (http://rcbc.edu/workforce/about).
- RCBC's Classroom to Career model at the Willingboro Campus offers the college community the chance to hear and learn from local professionals during its Business Leader Speaker Series.
- The Office of Strategic Marketing and Communications created a Community Events Coordinator position to increase RCBC's awareness and presence in the community.
- Press releases, Twitter, Facebook, Instagram, Snapchat, LinkedIn are used to spread information in ways that the College's target populations communicate.

Access, Goal B: Provide high school students with skills evaluations and access to opportunities to prepare for college level work.
- College Readiness Now prepares more students for college by the time they graduate high school. Faculty from both the high school and RCBC partner to provide guidance to and delivery of a bridge course designed to improve the student's academic skills.
- The Office of Outreach and Admissions runs a Spring Ahead event with all high schools in Burlington County and a few in neighboring counties. They visit the high schools to administer the college placement tests and assist students in getting started at RCBC with information about registration and financial aid. High school students are then invited to come on campus as a group to register for courses and gather information about the upcoming semester.
- The Red Carpet Event is an event that targets high school students who qualify for the NJ Stars scholarship. This event connects high-performing high school students with the Enrollment Management and Student Success staff and introduces them to the college.
- RCBC offers the College Acceleration Program (CAP), which is a dual enrollment program where high school students can earn RCBC college credits for courses they are taking at their high schools, and College Head Start.
- The Workforce Development Institute (WDI) has established partnerships with K-12 districts to provide Career Pathways programs, which aim to increase knowledge about in-demand industries and programs that can help students to pursue careers in these fields. Examples include sponsoring road trips to the RCBC Health Sciences Building, the PSE&G nuclear power plant and the Princeton Plasma Physics Laboratory; summer camps and coding workshops on campus led by industry

representatives; and workshops at middle and high schools were students can complete Career Coach evaluations and explore programs of interest.

Access, Goal C: Provide effective student support services and resources to enable learners and increase access.

- With the help of the Office of Student Support, faculty ensure that students with disabilities have every opportunity to succeed in their academics as active members of the college community. The Office of Student Support assists students in myriad ways that may include approving individual accommodations, encouraging students to use the adaptive technology lab and participating in one-on-one or group tutoring.
- The Math Academy, which meets weekly and is facilitated by full-time math faculty, was created in spring 2017 to give students in math courses a resource that provides extra opportunities for practice and assistance and build stronger STEM students. The academy was created to give students a place to go when they had questions outside of class time that they did not want to wait to be answered, or if they just wanted a place to practice or improve their math skills. As word about the Math Academy spread, more students came for help. The topics covered are student led, and if the students do not have any particular questions, the faculty member facilitating the session provides math problems for additional practice.
- RCBC offers free tutoring on campus as well as online tutoring services for easy access. Students can see a tutor on a walk-in basis or by appointment.
- The Health Sciences division created a new position and hired the Nursing Program Success Manager to assist students with test-taking, study skills, and preparation for the licensure examination.
- The new Student Success Center on the Mount Laurel campus enhanced accessibility with centralized student services that are housed in a single building providing a one-stop shop for students who need advising, registration, financial aid, testing, tutoring, transfer services, and library resources.
- QLess technology was implemented, thereby eliminating the need for students to stand in line while awaiting assistance. QLess is a digital queue, allowing students to receive a text to let them know where they are in line and when it is their turn.
- [BaronOne](), the college's new single sign-on system, provides a single portal for many college computer services such as WebAdvisor, [Blackboard](), email, and OrgSync.
- The Workforce Development Institute (WDI) redesigned its career services office to be integrated with a network of county resources for business participation in career exploration, course and internship experience design and career planning.
- Through shared services with the County of Burlington and the Workforce Development Board, WDI implemented Career Coach to expand career exploration opportunities for students.

Access, Goal D: Strengthen and grow distance education in order to provide more convenient access to academic programs.

- In the 2018 calendar year, 148 distance education courses were offered, some with multiple sections. The College continually adds distance learning courses to ensure convenient access to academic programs.

- [Fourteen degrees](#) and four academic and career certificates are offered completely online. The Distance Education Department offers training videos on how to use Blackboard to assist students using the technology for online courses.
- The College conducted a pilot offering of hybrid courses in fall 2018 and plans to expand the number of courses in subsequent semesters.

Rowan College at Burlington County takes pride in being one of the most affordable community colleges in the state of New Jersey. Through the 3+1 program, RCBC's premier partnership with Rowan University (RU) reduces the cost of a high-quality RU Bachelor's degree in half to about $25,000. While this is a very powerful strategic initiative aimed at affordability, the College aims to do more, including using facilities more efficiently by consolidating onto one main campus in Mount Laurel, NJ; sharing services with the county; developing higher education partnerships; and making a concerted effort to become less reliant on tuition revenue. The College's intentional strategies to accomplish the goals that comprise the Affordability pillar are reviewed below.

Affordability, Goal A: Align expenditures with revenues or identified cost savings.
- During Academic Year 2016-2017, Rowan College at Burlington County conducted a Program Viability Study. All Associate of Arts (AA), Associate of Science (AS), Associate of Fine Arts (AFA), and Associate of Applied Science (AAS) degree programs were reviewed. [Quantitative and qualitative data](#) was collected and analyzed including enrollment statistics, graduation rates, fall-to-fall retention rates, courses offered, whether they are part of the general education program, tuition, lab fees, labor costs and recommendations by external program reviewers. At the conclusion of the study, 48 programs were deemed viable, 11 were put on review for AY 2017-2018, and 13 were recommended for discontinuation.
- The decision was made to consolidate RCBC's main campus in Pemberton, NJ with the campus in Mount Laurel, NJ and a substantive change request to make Mount Laurel RCBC's main campus was submitted to and approved by the Middle States Commission on Higher Education.
- The College has generated revenue by leasing part of the Pemberton Campus to Virtua for training purposes and NextGen USA to host its soccer leadership academy.
- Liberal Arts and STEM Department Chair positions were created with release time for faculty in these roles. These new positions allow for better resource allocation and distribution of work within the divisions.
- RCBC has strengthened its instructional efficiency and capacity by creating an optimized academic class schedule. Within this scheduling framework, the College has recognized and accommodated student demand for course access on the expanding Mount Laurel Campus, more efficiently utilizing existing infrastructure. Additionally, a Waitlist has been put in place for students attempting to register for closed sections.
- Through its shared services partnership, the County of Burlington has contributed an additional $1 million of resources to RCBC's operations. Such resources include construction management, material and equipment supplies, and technical and managerial expertise.

- Fees were increased for higher cost programs such as culinary arts and health sciences.

Affordability, Goal B: Develop and nurture significant partnerships for cost-effective academic and employment pathways.
- In 2015, RCBC established a premier partnership with Rowan University that guarantees all graduates acceptance into the university. The partnership includes a number of cost-effective ways of earning a degree, most notably its 3+1 path in which students earn 75 percent of their baccalaureate credits as a community college student, thus paying community college tuition for a majority of their college education.
- The RCBC Transfer Center has 33 transfer agreements with colleges and universities throughout the region. These agreements guarantee students admission into the four-year schools after completing an Associate degree with RCBC. Transfer advisors meet with students to help them align their RCBC courses with their intended transfer school.
- RCBC, through its Workforce Development Institute (WDI), partners with many leading employers in southern New Jersey such as Wawa, Virtua, Bancroft, Rizzieri, and ShopRite. All of the partnerships receive in-county tuition rates for their employees and some of the partners offer additional benefits to associates who attend RCBC.
- WDI also has partnerships with businesses to provide education training programs in key sectors such as energy, law enforcement, advanced manufacturing and technology. These business partnerships have supported the establishment of advisory boards and expanded industry involvement in curriculum discussions regarding existing programs.
- RCBC's Business Response Team works with businesses to assist with determining whether there are opportunities and eligibility for grants that could be used to provide training programs.
- A premier partnership with Virtua, one of the region's leading healthcare employers, leverages expertise from both organizations to create educational programs that are innovative, effective, practical, and cost-effective. Through this partnership, RCBC developed a new Paramedic Science Associate degree and certificate program to meet Virtua's growing need for first responders. Teams from Virtua and RCBC meet regularly and collaborate on curriculum and programs, which increases employment opportunities for students.
- A new Associate degree in Healthcare Informatics was established in partnership with Deborah Heart and Lung Center.
- RCBC regularly pursues external funding opportunities and was awarded a National Science Foundation (NSF) grant in the amount of $768,272 to fund a curriculum and program development effort in the area of advanced manufacturing, which was determined to be a growth industry for Burlington County and the surrounding region.
- The Board of Trustees approved creating Mechanical Engineering Technology as an AAS degree for fall 2018.

The Quality and Effectiveness pillar speaks to Rowan College at Burlington County's intent to consistently provide a top-quality education while remaining accessible and affordable. The College's commitment to quality and effectiveness are evidenced by results of student learning and institutional effectiveness assessment and program reviews; improved communication with and professional development of faculty and staff; leveraging the college's data to better identify and respond to students' needs; and ensuring the most advanced technology is infused throughout the curriculum and delivery systems.

Quality and Effectiveness, Goal A: Measure quality and effectiveness in educational design and delivery.
- Rowan College at Burlington County conducts outcomes assessment for each academic program, including the General Education program, and courses offered by the college. All Program Learning Outcomes (PLOs) are assessed on a four-year cycle, unless outside accrediting agencies dictate their own programmatic assessment plan. For Academic Year 2016- 2017, the college assessed 35 academic programs and 10 categories of the General Education program.
- Similar to its student learning assessment, RCBC uses annual [Institutional Effectiveness Plans](#) to assess unit effectiveness.
- Full-time faculty are observed in the classroom and evaluated by their Deans annually.
- The IOTA MyClassEvaluation is used to collect student feedback regarding course and teaching effectiveness each semester.

Quality and Effectiveness, Goal B: Standardize information used to gauge perceptions and objectively measure institutional quality and effectiveness.
- The program review process serves as a mechanism to ascertain the strengths and weaknesses of the college's academic degree and certificate options. It does so through soliciting feedback from an external consultant who provides an objective opinion as to how to improve the program under review. The program review is an integral part of assessment of student learning and institutional planning through self-reflection and open communication.
- A pilot to conduct program reviews of non-academic units was initiated in spring 2017.
- Rowan College at Burlington County's Instructional Affairs Council ([IAC](#)), a faculty committee, reviews new programs, courses, and significant changes in current courses, as well as certifies course deactivation, prerequisite, and corequisite changes.
- RCBC is working very closely with Rowan University to assess the quality of the 3+1 program. The new junior-year courses that RCBC is creating and delivering are being assessed with pre- and post-test questions that both RCBC and Rowan University students complete. The assessment instruments were developed collaboratively and results are reviewed.
- [CCSSE](#) (Community College Survey of Student Engagement) and the [Noel Levitz](#) Student Satisfaction Inventory are used to gauge student satisfaction and engagement.
- Benchmarking studies are used to better understand how RCBC compares with similar colleges and cohorts and in spring 2019, the College will begin participating in the Voluntary Framework of Accountability (VFA).

Quality and Effectiveness, Goal C: Provide meaningful educational opportunities, including professional development and continuous improvement.

- The College's Faculty Excellence Coordinator is a newly created position that draws from the rich expertise and experience of the full-time faculty to strengthen faculty excellence, provide leadership in professional development with an emphasis on adjunct engagement, and help envision future needs.
- The Workforce Development Institute works closely with companies to tailor professional development opportunities to their specific needs. Personal and professional development courses are offered to the community so that all students have the opportunity to upgrade present skills, pursue new ones, or explore a hobby in these special courses. In some instances, grant funding may be available to cover or reduce the cost of training.
- Tuition benefits, including free tuition for RCBC credit and non-credit courses, shows the College's commitment to continuing education and professional development.
- The Workforce Development Institute (WDI) underwent a period of extensive reevaluation and change in 2018, resulting in an updated operating structure, a refinement of its focus on preparing the workforce of today and tomorrow to obtain and maintain employment, and new metrics to assess the impact.

Rowan College at Burlington County ranks at, or slightly above, the national average in terms of graduation and retention rates, but there is still much work to do when considering that more that a third of the incoming class does not remain enrolled at the College after one year, and just 40 percent of full-time first-time students successfully graduate or transfer within three years. In an effort to remedy this situation, RCBC places great emphasis and significant resources on its fourth and final pillar, Student Success. To help students succeed, the College is providing guided pathways for students to have a clear route from high school to transfer or career; aligning academic certificate and Workforce Development Institute programs with the needs of employers; and using assessment results to implement innovative programs to improve enrollment, retention and graduation efforts.

Student Success, Goal A: Strengthen the meaningful pathways that best serve students' academic, career and personal goals.

- RCBC created Meta-Majors based on EAB's guided pathways model to group together degree and certificate programs that share commonalities, including subject matter, courses, and/or career opportunities. For students, the benefit of using meta-majors is that, rather than exploring each individual major offered at the college, students can think about broader areas where they may have an interest. Students can also readily identify similar or related programs should they choose to change their major. The meta-majors were created in spring 2017 by a committee that included the Deans and Associate Deans from Liberal Arts, Health Sciences, STEM, Distance Education, Enrollment Management, and Student Success; the Senior Vice President/Provost; and the Associate Provost.
- Students are able to meet with academic advisors, transfer advisors, and career advisors on a walk-in and appointment basis in the Student Success Center to help build a pathway towards their academic and career goals.

- Faculty align the curriculum with the needs of transferring students and job seekers.
- The Unified Workforce Development plan increases and improves upon partnerships with employers and grows internships and work-based learning opportunities for students to increase the number of students securing gainful employment, industry-recognized credentials and degrees.
- The Workforce Development Institute develops new certificate and enrichment programs including stackable credentials that are flexible and responsive to the needs of learners and employment market demands.

Student Success, Goal B: Strengthen student persistence and retention and achieve increased graduation rates.
- RCBC faculty utilize retention alerts, which are submitted by professors who have a concern about a student. The Retention Alert system was recently extended beyond faculty to include all staff who regularly interact with students. These alerts go to the Advising Department, and a member of the advising team reaches out to the student.
- Surveys, including the Noel-Levitz Student Satisfaction Inventory and CCSSE (Community College Survey of Student Engagement), are administered biannually and are used to determine student satisfaction, areas of need, and ways in which to improve retention and graduation rates.
- A Retention Committee was formed with representatives from the Enrollment Management and Student Success (EMSS) Division and the Compliance, Assessment and Research (CAR) department. This team meets regularly to discuss and follow up on new data and assessment results as well as possible initiatives or program ideas.
- In June 2017, a Retention Advisor position was created to increase academic services related to retention of at-risk students.
- The Workforce Development Institute (WDI) offers non-credit training programs that include credentialing or licensing examinations. The Institute tracks examination results as well as employment opportunities for graduates to ensure that the outcomes are positive and meet the needs of the industry.
- Prior to the start of Academic Year 2016-2017, most Associate degree programs were reduced to 61 credits to allow students to graduate more quickly with less cost. As required by the State of New Jersey, they must now be reduced to 60 credits by fall 2019 and implementation at RCBC is underway.

Student Success, Goal C: Facilitate an environment supportive of curricular and co-curricular student needs.
- RCBC's Office of Student Life sponsors 100-120 events per semester. The College has 18 clubs that were active on campus during the fall 2017 semester, and these student clubs organize an additional 100 events annually.
- Licensing board pass rates are posted on the Health Sciences program websites.
- RCBC uses successful student and alumni stories in marketing materials as examples of the College's academic and co-curricular opportunities.
- Electronic transcript services were automated and optimized and benchmarks were developed to decrease processing times.
- The academic divisions (Liberal Arts, STEM and Health Sciences) leverage course demand with available resources and course delivery methods.

- The Office of Distance Learning, in collaboration with the academic divisions, designed and deploys a system for opening additional online course sections when existing sections of the course reach a specified threshold.
- Internship fairs and Road Trip to the Real World increase student access to career services and employers.

Communicating the College's Mission and Goals

To ensure that students, employees, the community, and other stakeholders are aware of and informed about the opportunities available at Rowan College at Burlington County, a sound and robust marketing and communication plan that effectively and accurately communicates the College's mission and goals to internal and external constituents is critical. RCBC's mission and goals are communicated in the following ways:
- RCBC's website is the primary source of information for the College, including its mission and goals. RCBC's website clearly states the mission, goals, and links to the College's strategic plan.
- RCBC publicizes the College's mission statement in the College Catalog and on staff business cards, student computer lab consoles, and digital signs strategically placed around the campus.
- The College issues pamphlets, brochures, advertisements and other publications through RCBC's Strategic Marketing department annually. These publications demonstrate Rowan College at Burlington County's commitment to fulfilling its mission and goals.
- Staff and faculty are encouraged to know the mission and goals of the college and act upon them with students. A recent survey, which was completed by a quarter of full-time faculty and staff, evaluated this practice. The results indicated a strong general awareness of the mission statement. Eighty-six percent agreed that they know the mission statement generally, even though only 42% believed that they could recite it verbatim. Eighty-three percent agreed that the mission statement is accurately reflected in the College's institutional goals, and the same amount agreed that the College is fulfilling its mission and goals. It is noteworthy to add that 89% of respondents shared examples of how their efforts contribute toward achieving the College's mission on a daily basis.

Periodic Assessment of Mission and Goals

Rowan College at Burlington County's robust assessment processes, which include Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) assessment, Academic Program Reviews, Institutional Effectiveness Plans, and Operational Program Reviews, show that the College is evaluating its goals, which are linked to its mission, on a continual basis with a focus on continuous improvement. These internal and external reviews are described in depth in Chapter 5 and demonstrate how academic program and unit goals clearly align with the larger, overarching institutional goals of the college. Institutional Effective Plans and Operational Program Reviews are discussed in Chapter 6.

Progress on achieving the College's goals is tracked annually via the Implementation Matrix of the RCBC 2020 Strategic Plan, which is included in Chapter 6.

Conclusions, Strengths, and Opportunities for Improvement and Innovation

Conclusions

Table 1.3 Executive Summary

Section	Criteria Addressed
Development of the Mission Statement and Goals	1a, 1b, 1c; Requirement 7
RCBC's Mission and Goals	1b, 1d, 1e; 2, 3; Requirement 7
Communicating the College's Mission and Goals	1b, 1f
Periodic Assessment of Mission and Goals	1g, 4

Rowan College at Burlington County meets the criteria for Standard for Accreditation I and Requirement of Affiliation 7.

Strengths

1. An innovative spirit that embodies the mission and goals of the College with a focus on accessibility, affordability, quality and effectiveness, and student success.
2. As division and departmental planning is operationalized and initiatives and activities are created, an overarching question that is asked is "How does this relate to the College's mission and goals?"

Opportunities for Improvement and Innovation

1. Introduce the College's mission and goals to all constituents during New Student Orientation, New Employee Orientation, and New Adjunct Orientation.
2. Engage campus-wide stakeholders in review and discussion of the Strategic Plan's Implementation Matrix.

Table 1.4 Standard I Work Group Members

Gregory Volpe	**Executive Director, Strategic Marketing and Communications**	**Work Group Co-Chair**
Walter Huttner	**Instructor, English**	**Work Group Co-Chair**

Crystal Bourne	Assistant Professor, Mathematics	Group Member
Frances Dilorenzo	Coding Program Manager	Group Member
Jessica Gicking-Aspden	Instructor, Developmental Writing, English	Group Member
Hana Katz	Student Representative	Group Member
Nicholas LaTorre	Coordinator, NJ Stars	Group Member
Meral Muyesser	Instructor, ESL	Group Member
Alexandra O'Neil	Rowan Relations Coordinator	Group Member
Elias Papazis	Instructor, American Sign Language (ASL)/ Deaf Studies	Group Member
David Peterson	Director, Library	Group Member
Jennifer Rienzi	Instructor, Biology	Group Member
Margo Riser	Assistant Director, Strategic Marketing	Group Member
Brina Sedar	Assistant Professor, Human Services	Group Member
Barbara Weir	Program Manager, Career and Placement Services	Group Member
Tina West	Manager, Foundation Operations	Group Member

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 present itself truthfully.

Introduction

Ethics and integrity are core values of effective higher education institutions and Rowan College at Burlington County demonstrates its adherence to these core values in all interactions with students, employees, and outside vendors. The College's dedication to these principles is documented throughout published materials and annual reporting. Recruiting and marketing materials, institutional and departmental guidelines and policies, as well as student and employee handbooks and catalogs clearly speak to a campus climate that fosters respect and ethical behavior among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives. This commitment to ethics and integrity is demonstrated in myriad ways by the College, including academic integrity; academic, intellectual, and expressive freedom and property rights; a climate of respect among students, faculty, staff, and administrators; avoidance of conflicts of interest by employees at all levels; honesty, truthfulness, accuracy, and consistency in messaging and promotional materials delivered internally and externally; accurate information for students regarding funding sources; fair and impartial human resources practices; grievance policies that ensure timely, fair, and impartial implementation and resolution; and

timely and accurate reporting of required information to the federal government, the State of New Jersey, and accrediting bodies.

Academic Integrity, Institutional Freedoms, and Climate of Respect

To ensure academic integrity throughout the learning process, Rowan College at Burlington County has a robust Academic Integrity Policy for its students. The expectation is that all students will aspire to live the values of "honesty, trust, fairness, respect and responsibility." Forms of academic dishonesty, including cheating, fabrication or misconduct in research, plagiarism, and the facilitation of academic dishonesty, are listed and defined in the Board Policy. Faculty have discretion in imposing sanctions for violations of the policy, which may include a failing grade for the assignment, a failing grade for the course, or other penalty that the faculty member deems appropriate and is identified in the course syllabus. Faculty are encouraged to submit a Retention Alert for violations of the Academic Integrity Policy by individual students so multiple abuses can be tracked.

Penalties for students who are found guilty of more than two offenses are identified and explained in the Board Policy. These penalties graduate in severity from Disciplinary Probation, where conditions are imposed upon the student's continued attendance at the College; to Suspension, which includes a pre-determined length of time and conditions for re-admittance; and culminate with Dismissal, which is considered a permanent action. The Board Policy also includes a student appeal process. Academic dishonesty and plagiarism are addressed in the Student Code of Conduct http://rcbc.edu/conduct.

RCBC is committed to academic, intellectual, and expressive freedom and property rights, which are cornerstones of ethics and integrity in higher education. Board Policy 200, Academic Freedom and Responsibility, delineates guidelines that apply to faculty, staff, and students in both on-ground and online courses. The policy reminds the academic community that with Academic Freedom rights, there are corollary responsibilities, including presenting material with clarity, fairness, and accuracy; addressing multiple sides of an issue fairly and impartially; managing controversial issues to ensure respect for differing points of view; avoiding the introduction of controversial issues that are not relevant to instruction; and educating students to distinguish between fact and opinion.

In support of Board Policy 200, Article 12 of the Faculty Collective Bargaining Agreement refers to its members' rights as faculty and private citizens when expressing thoughts or ideas while presenting academic topics. Faculty are free to cover controversial topics and express research-based information and personal opinions provided they do not position themselves as representatives of the College. The CBA Article recognizes that some topics discussed in the classroom or on campus are sometimes controversial and reminds faculty to be aware of their potential influence on the opinion and values of students. A review of campus events found topics that could be deemed controversial. During fall semester 2017, professors from the college's Criminal Justice and History departments led a panel discussion during Constitution

Week that covered the following topics: "The Police, Courts, & Corrections and The Constitution," "The Electoral College-Is it Still Relevant?", "Brown vs. Board of Education," and "Police Body Cameras." Other events presented by faculty during the semester included "Esther Brown, The One Woman Show: A New Voice in the Desegregation Movement," "Street Gangs, Bullying and its Complexities," Free Speech vs Hate Speech," and a screening of "Tower," a movie about the mass-school shooting at the University of Texas in the 1960's. Allowing for expressive freedom, the College has policies regarding posting or distributing materials on campus. Campus bulletin boards state such policies, and members of student government, the College's marketing department, and academic division personnel monitor public bulletin boards for unauthorized postings. As of this writing, no grievances have been filed by faculty regarding infractions of academic and intellectual freedoms.

Rowan College at Burlington County's Board Policies 909, Guidelines for Intellectual Property Rights and Ownership; 902, Patent and Copyright Policy; and 904, Guidelines for Fair Use and Reproduction of Copyrighted Media, are evidence of the College's commitment to protecting intellectual and property rights. The policy guiding intellectual property rights and ownership clearly enumerates each step of creating intellectual property and details the ownership of such property. Originally adopted in 1998, it was revised in 2018 to include the myriad contemporary, technology-based tools that are currently used by faculty. Regarding ownership of intellectual property, Policy 909 states, "The assignment and any apportionment of the property rights and ownership of educational materials created by an employee utilizing any College support and resources…shall be determined by the College based upon the extent to which College resources are utilized." In cases where an employee creates educational materials without utilizing College support or resources, all intellectual property rights and ownership belong to the employee. With implementation of third-year courses for 3+1 programs, renewed interest has developed in undergraduate research opportunities during which students conduct studies that may require decisions regarding property ownership and copyrights. Board Policy, 902, Patents and Copyright Policy, was revised in 2018 to address these topics.

With the intent of promoting and fostering a collegial atmosphere and environment conducive to the mission and goals of the College, RCBC has policies in place which protect against conflicts of interest and foster a climate of respect among students, faculty, staff, and administrators. Regarding avoidance of conflicts of interest, the Code of Ethics for College Employees, adopted in June 2011, covers 13 ethical standards that apply to all College employees regardless of funding source. The 13 standards encompass conflicts of interest in business transactions, outside employment, professional activities, solicitation or acceptance of gifts or favors, and sharing of proprietary information not generally available to the public. They direct employees of the College to recuse themselves from decisions where their objectivity or independence of judgment might be impaired. Ethical standards that address direct or indirect financial interests and/or financial gain extend beyond the employee to any member of his/her immediate family and any business organization with which she is associated.

Using Rowan College at Burlington County's Purchasing Department as an example of the application of the Code of Ethics, employees are not permitted to accept any gifts from vendors regardless of how little its value. To protect against the appearance of conflicts of interest in purchasing, the College's bidding process and awarding of contracts is open and transparent. Anyone can request a copy of any contract that the college has awarded. The Department frequently gets Open Public Records Act (OPRA) Request Forms from vendors who bid on, but were not awarded, a specific contract. Through OPRA, vendors can verify that the contract was awarded to the lowest bidder. For non-public contracts that exceed $17,500, the vendor must submit a New Jersey Business Entities document, which states that they have not contributed to the political campaign of any politician involved in the awarding of that specific contract. Bids and contracts for professional services are reviewed by the Board of Trustees to ensure fair practices. Examples of recusals by Board of Trustee members when their votes could have been perceived as a conflict of interest were found in minutes of the public meetings.

In its enduring efforts to promote a climate of respect among students, faculty, staff, and administrators, RCBC has policies in place that detail expectations and promote events and activities that highlight diversity, civility, and collegiality. The College's Civility, Equal Employment Opportunity (EEO), Anti-Discrimination, Harassment (including Sexual Harassment), Non-Retaliation, Whistleblower, Sexual Violence Elimination on Campus, and Workplace Violence Policies address behavioral expectations for all constituents. The protected classes are wide-ranging, explicitly defined, and include race, color, sex, religion, creed, national origin, ancestry, affectual and sexual orientation, gender identity or expression, political, domestic partnership, civil union or marital status, atypical hereditary or cellular blood trait, genetic information, citizenship, veteran status, age, physical or mental disability, or other basis, characteristic or trait protected by federal or state law. These policies are made available via Student and Employee Handbooks, pages 30 to 35 and pages 7 to 9 respectively.

In 2017, 696 of 903 (77%) faculty and staff completed online training via safeCOLLEGE on the aforementioned topics. Guidance is provided to employees regarding procedures for reporting complaints or improper conduct involving unlawful discrimination, harassment, retaliation, or threats of harm or intimidation.

When complaints regarding violations are filed, they are investigated timely and confidentially, and appropriate corrective actions are imposed. A high-level example occurred in August 2017 when Rowan College at Burlington County received a complaint of discrimination filed with the Equal Employment Opportunity Commission against then-President Paul Drayton. Immediately upon receipt of the complaint, the College invoked its Code of Ethics for College Employees and exercised its Anti-Discrimination & Anti-Harassment Policies with the following statement: "The College does not tolerate any form of unlawful discrimination or harassment in the workplace because of a person's protected class… The College expects all RCBC employees, college officials, department heads, [and] supervisors, to treat other individuals including other employees…with respect and courtesy, both in their speech and in their conduct." Mr. Drayton

was placed on administrative leave and the College initiated a thorough and complete investigation.

RCBC's Civility Policy says, "RCBC is a community of individuals. As such, we must always strive to recognize the dignity and worth of each member of our community. It is, therefore, the policy of the College that each individual, regardless of status (student, administrator, support staff or faculty member) must treat every other individual, irrespective of status, rank, title or position, with dignity and respect." Unacceptable behaviors addressed in the Civility Policy include, but are not limited to, use of foul, abusive, obscene or demeaning language or gestures; initiation of or participation in false or malicious rumors; verbal or physical assault; and creation or promotion of a hostile environment. The intent of this policy is clearly focused on eliminating behaviors that might impede, interfere, or frustrate the efficiency of productivity of the work and/or academic environment of Rowan College at Burlington County. Throughout the year, the College sponsors activities and events that promote diversity, civility and collegiality. Once such activity is the presentation of an annual Civility Award to a graduating student who has proven him- or herself to be a leader for change in the community, striving to reduce bias, promote tolerance and understanding, and increase diversity awareness through positive, ethical conduct.

Internal and External Messaging, A Multi-Faceted Approach to Transparency

RCBC expects honesty and truthfulness in all messaging among internal and external stakeholders and the larger community. The College utilizes multi-faceted communication consistently to keep its communities and constituents aware of important, accurate information. The mission of the Office of Strategic Marketing and Communication is to "Communicate clearly and effectively throughout all media to promote Rowan College at Burlington County and the President's vision; support enrollment growth; and cement our brand as the premier destination for a high quality affordable education and workforce development in Burlington County and the surrounding region." Messaging that is accurate, consistent, and designed to create emotional engagement and drive information points is distributed via multiple delivery systems including advertising, websites, campus TV monitors, a promotional events calendar, publications/print material, press releases, media relations, internal and external newsletters, social media, email blasts, and emergency phone calls and text messages. The Office of Strategic Marketing and Communications reviews and proofs all communication prior to dissemination to ensure that messages meet these requirements.

Honesty and truthfulness in internal and external messaging were clearly demonstrated during the transformation of the Mount Laurel campus, transition of the main campus from Pemberton to Mount Laurel, and roll-out of the College's 3+1 affordability initiative with Rowan University. Throughout the College Campus Modernization and Transition phases, press releases, emails, and website updates were made available to students, faculty, and staff. Rowan College at Burlington County shows honesty, accuracy, and truthfulness by creating multi-faceted communication plans that keep the College community and constituents aware of important

information. The tables below demonstrate these key attributes as well as consistency throughout the College's multi-faceted messages and channels when communicating to diverse internal and external audiences:

Table 2.1 College Campus Modernization and Transition (Internal Communication)

Communication Mode	Internal Staff/Faculty	Internal Students
Email	**Take a look at the future Mount Laurel Campus and Student Success Center** I am pleased to present the first images of the future Student Success Center and Mount Laurel campus. Please visit the college's campus transformation page for the stunning renderings of the new building and the transformed campus, and many other resources pertaining to the campus transformation. **Please provide input to preserve our Pemberton heritage** An important part of President Drayton's plan to modernize the Mount Laurel campus, includes the consideration of important cultural and historical artifacts to preserve from Pemberton.	**Modernization of Mount Laurel facilities to be better serve students** It is our responsibility to meet students' needs and uniting our college in Mount Laurel will save millions of dollars that will be invested in programs and modernized facilities that you deserve. More students attend class in Mount Laurel than all other campuses combined and we simply cannot afford to continue operating two main campuses.
Press Release	**Rowan College at Burlington County presents new Student Success Center and transformed Mount Laurel campus** The building is expected to open in fall 2017 and will serve students on a more modernized main campus in Mount Laurel. The college will also discuss other Mount Laurel campus transformations that will take place to accommodate the phasing out of the original Pemberton campus by 2018. **Rowan College at Burlington County dedicates building to founding college president Dr. N. Dean Evans** After the college announced its… plans to create the ultimate campus experience in Mount Laurel, it created the Preserving our Pemberton Heritage Committee to identify ways to honor the college's Pemberton roots at its new main campus in Mount Laurel.	
Website	**Rowan College at Burlington County will create the modern campus experience in Mount Laurel** The announcement came after a comprehensive facility study that proved the college did not have the demand to fill its current facilities and that Mount Laurel could handle current and future need largely by converting underutilized space, adding on to existing facilities and eventually building a student center that will include a student success center, the library, dining facility and serve as the focal point of the campus.	

Table 2.2 3+1 Marketing and Communications (External Communication)

Marketing Collateral	**Brochure and Flyer** Complete your associate degree and then take your junior year courses with RCBC. Pay RCBC's lowest-in-the-state tuition and fees and save about $75,000.
	Digital Ad 1 Learn how you can save around $75,000 on a bachelor's degree.
	Digital Ad 2 Learn how you can save around $75,000 on a bachelor's degree like Hayley, an RCBC 3+1 student.
Press Release	**Rowan College at Burlington County opens junior-year courses and announces new 3+1 programs** With 3+1, students can pay RCBC's lowest-in-the-state tuition and fees through their junior year before completing their senior year with Rowan University, which offers a 15 percent discount to RCBC alumni who take courses through the university online or in Mount Laurel. This path allows students to save $75,000 compared with most four-year colleges and was one of Money Magazine's top tuition discount programs in the country.
	RCBC's 3+1 students are the first in the region The 3+1 program can save a student up to $75,000 on their bachelor's degree by allowing them to take their junior-level courses at RCBC and their final year with Rowan University. The junior-level courses are taught by RCBC faculty, at RCBC prices.
Website	**rcbc.edu/3plus1** Earn an associate degree from RCBC and a bachelor's degree from Rowan University and save around $75,000!

Funding

The College provides many avenues to educate students about possible funding sources and options, the value received by attending RCBC, and the methods to make informed decisions regarding their debt. Affordability and accessibility, two of the four pillars of the College's Strategic Plan, are promoted through individualized workshops held by RCBC's Office of Financial Aid in multiple locations at varying days and times. A review over a two-month period in the spring semester of 2018 showed that workshops were held on the Mount Laurel campus on two Saturday mornings and two Thursday evenings and at the Willingboro Center on a Thursday evening. In addition, the Office of Financial Aid offered additional counseling during its "FAFSA Completion Tuesdays" from Tuesday, March 29, through the month of April.

RCBC provides [literature](#) and [postcard promotions](#) informing students about scholarships and programs to reduce the cost of a college education. Students are informed about Financial Aid including Foundation scholarships by visiting the Financial Aid table at Open House events and through the Financial Aid website. Examples of links on the [Financial Aid website](#) include a Financial Aid Calendar for important filing dates and deadlines; Cost of Attendance with definitions of "Cost of Attendance," "Expected Family Contribution," Parental Contribution," "Student Contribution," and an estimated student budget; a Net Price Calculator for estimated cost of attendance minus estimated grant and scholarship aid; and Other Sources of Financial Aid & Scholarships, which include Work Study and outside scholarship opportunities. Prospective students are briefed on completing the Free Application for Federal Student Aid (FAFSA) at high school presentations and RCBC workshops and are encouraged to make one-on-one appointments with the College's Financial Aid representatives for additional questions and assistance. Adjustments to the above, including updates to the website, updates to the language in emails, and adding additional time slots for appointments, were made after assessing results from the previous year.

Human Resources Practices

Rowan College at Burlington County demonstrates fair and impartial practices in human resources by setting forth and ensuring compliance with specific ethical guidelines that must be used in the hiring, evaluation, promotion, discipline, and separation of employees. These include polces regarding [nepotism](#), a Code of Ethics for employees, non-discrimination, employee probation and evaluation procedures, work, leaves of absence, procedures for handling employee performance requiring corrective action, termination, and retirement programs. In addition to general policies which set forth ethical standards, collective bargaining agreements for [Public Safety Officers](#), [Faculty](#), and [Supportive Staff](#) detail procedures and standards specific to those categories of employees.

All newly hired employees receive the [Employee Handbook](#), meet with a member of the Human Resources team to review benefits, and attend New Employee Orientation (NEO). RCBC's NEO was developed in 2016 and first offered in May 2017. Since its inception, 123 new employees have participated. New Employee Orientation is conducted in two sessions that are scheduled for two half days, two weeks apart. In the [first session](#), key personnel from throughout the College community meet with the new employees to introduce themselves and describe the work of their departments. The [second session](#) is more hands-on and new employees learn about and practice using software and communication tools. Feedback regarding NEO has been anecdotal, so the Human Resources department created a [New Employee Orientation Survey](#) assessment tool to gather feedback in a more formalized fashion. As a new initiative, [On-boarding Advocate](#) positions will be designated within individual departments to create a welcoming and positive experience for new employees as they become successful members of the RCBC community.

The Human Resources department has shown significant improvement in ensuring completion of annual performance evaluations, which are required of all Executive, Administrative, Special Projects, Confidential and Support Staff. There are six steps required in the annual performance evaluation process: (a) Employee completes a self-evaluation/goals; (b) Manager completes employees' evaluation; (c) Meeting between manager and employee takes place and evaluation is reviewed and signed; (d) Manager emails copy of evaluation to HR; (e) Evaluation is copied into an HR spreadsheet; and (f) Evaluation is scanned into RIMS, which stores it electronically. The overall completion rate improved from 37.8% in 2017 to 73.4% in 2018. The Human Resources department attributes this increase to a more intentional monitoring and tracking effort on their part.

Grievance Procedures and Required Reporting

Grievance policies and procedures for student, faculty, and staff complaints are published in detail in the College Catalog, Student Handbook, Employee Handbook, and the various faculty and staff collective bargaining agreements. With regard to student complaints and/or grievances, depending on the nature of a complaint by a student or against a student, various due process procedures are currently in place. The College's Code of Conduct Committee addresses issues regarding student behavior, including less severe complaints and violations of the Student Code of Conduct. Depending on their nature, student complaints and grievances can also be heard by the Exceptions and Appeals Committee, the Parking Fines Appeals Committee, and the Academic Standards Committee.

A recent survey of Deans and department administrators found that 100% of respondents felt that grievances are addressed in a timely and effective manner. Departments and divisions record and track complaints and student concerns using shared documents and drives. According to the Senior Vice President/Provost, a centralized database for tracking student issues and complaints is being developed but is not yet operational.

Rowan College at Burlington County demonstrates timely and accurate compliance with all federal, state, and MSCHE reporting policies, regulations, and requirements through the Annual Institutional Profile; the National Center for Education Statistics (per the Student Right-to-Know Act of 1990); all federal and state reporting requirements for IPEDS (Integrated Postsecondary Education Data System); SURE (Student Unit Record), SEVIS (Student and Exchange Visitor Program); and the National Clearing House. The Annual Institutional Profile is required by the State of New Jersey from all 30 of its public institutions and includes a wealth of information about Rowan College at Burlington County, including regional and programmatic accreditations; number and characteristics of students; academic outcomes including graduation and retention rates; student financial aid; a profile of the faculty; characteristics of the members of the Board of Trustees; research and public service activities; and major capital projects underway. This report is prepared annually by the College's Institutional Research Manager and requires collaboration with and assistance from many departments throughout the College. It is made

available to the public on the website for the State of New Jersey Office of the Secretary of Higher Education and the RCBC website.

In compliance with the [Students-Right-to-Know Act,](#) RCBC posts on its website graduation rates of full-time, first-time degree-seeking undergraduates and student athletes who have received financial aid. In addition, the website contains links to compliance areas. In compliance with the Clery Act, the College's Public Safety Department compiles an [Annual Campus Security Report](#), which is distributed via email to all registered students and staff. The College's Human Resources Department provides a link to the report for all prospective employees.

RCBC adheres to all federal IPEDS and state SURE reporting requirements and has not missed a reporting deadline in the past eight years. According to the State of New Jersey Office of the Secretary of Higher Education website, "The Student Unit Record (SURE) system is designed to strengthen the capacity of New Jersey Higher Education to discharge its research, planning, and coordinating responsibilities, and to assist institutions… It is a comprehensive collection, storage, and retrieval system for computer-readable data on each student enrolled and on each graduate." Each student record uses the student's social security number as an identifier and 41 variables are reported for each enrollment snapshot. SURE data related to Completions and Enrollment is uploaded to the federal IPEDS website.

Per federal reporting guidelines, the Dean of Enrollment Management, Director of Outreach and Admissions, and the Coordinator of International Student Services report to SEVIS. Reports are updated almost daily, in relation to creation of new I-20 records, status updates (reported, registered, cancelled, etc.), registration, personal information, majors, OPT/CPT requests, transfers, and graduation. Additionally, RCBC reports enrollment data monthly and graduation rates each semester to the National Clearing House.

Regarding reporting to the Middle State Commission on Higher Education, RCBC's Annual Institutional Update (AIU) was submitted timely and all metrics were within acceptable ranges. With the consolidation of the Pemberton and Mount Laurel campuses and transition of the main campus to Mount Laurel, the College submitted and received approval for two Substantive Change reports, which are included in Chapter 6.

Periodic Assessment of Ethics and Integrity

Examples of unit assessments related to ethics and integrity have historically been focused on diversity as described below:

- Division/Enrollment Management and Student Success (EMSS) and Unit/Enrollment Management assessed their unit goal to *Increase Hispanic population enrolled at*

BCC by one-percent for 2013-2014. A bilingual Enrollment Advisor was hired, the College developed information brochures in Spanish, and liaison with the Servicios Latinos Office was expanded. Hispanic enrollment increased from 10.2% in 2014 to 10.6% for fall 2015.

- Division/EMSS and Unit/Educational Opportunity Fund (EOF) assessed their unit goal to *Expand the Pre-Collegiate Summer Institute for incoming and/or rising EOF freshmen to ease the transition to college*. The enhanced program included testing, completion of career assessments, goal setting, intrusive academic advising, engagement in workshops with key staff and faculty and completion of remedial courses. This program has been very successful in integrating this population and continues today.

Current assessments in this year's Institutional Effectiveness Plan are addressing support services and volunteerism. Results are pending.

- Division/EMSS and Unit/Student Support is assessing its goal to increase overall college knowledge of Suicide Awareness and Disability Etiquette by tracking referrals to staff for counseling, crisis, and accommodations.
- Division/Academics and Unit/Service Learning is assessing its goal of expanding community partnerships to include a wider variety of service options for students and faculty, thereby increasing collaboration with area non-profits, strengthening the directory of needs for students and staff, and demonstrating a college-wide dedication to volunteerism in the community

Adding to this body of knowledge, a member of the Standard II workgroup conducted a case study that targeted the College's Academic Integrity policy and protocols to assess whether they worked and identify any shortcomings. The subject of the study was a student in an online course who was accused of plagiarism. This Plagiarism Case Study shows that the academic integrity policy and processes in place were followed, the student received due process, the matter was successfully resolved, and the case was closed.

Conclusions, Strengths, and Opportunities for Improvement and Innovation

Conclusions

Table 2.3 Executive Summary

Section	Criteria Addressed
Academic Integrity, Institutional Freedoms, and Climate of Respect	Criteria 1, 2, 4
Internal and External Messaging, A Multi-Faceted Approach to Transparency	Criterion 6

Funding   Criteria 7a, 7b

Human Resources Practices   Criterion 5

Grievance Procedures and Required Reporting   Criteria 3, 8a, 8c, 8d

Periodic Assessment of Ethics and Integrity   Criterion 9

Criterion 8b is addressed throughout the Self-Study chapters and in the Verification of Compliance with Accreditation Relevant Federal Regulations report.

Rowan College at Burlington County meets the criteria for Standard for Accreditation II.

Strengths

1. College policies and procedures hold the RCBC community accountable for their actions.
2. RCBC applies the College's policies, procedures, and consequences consistently throughout the institution.

Opportunities for Improvement and Innovation

1. The name change from Burlington County College to Rowan College at Burlington County necessitated review and/or revision of all College policies. This process is ongoing.
2. Improved communication to the College community of the most recent iterations of policies and procedures including clarity regarding updates and locations.
3. Creation of a centralized institutional repository for identifying and tracking student complaints.

Table 2.4 Standard II Work Group Members

Dr. Karen Montalto	Dean, Health Sciences	Work Group Co-Chair
Dr. Jonathan Alexander	Associate Professor, Liberal Arts	Work Group Co-Chair

Dr. Sepideh Abdollahzadeh	Director, Diagnostic Medical Sonography	Group Member
Elizabeth Brendle	Instructor, Nursing	Group Member
Mindi Cahall	Director of Strategic Marketing	Group Member
Patricia Cohill	Assistant Professor, Theatre, Speech	Group Member
Dr. Amber Ciccanti	Instructor, Criminal Justice	Group Member
Martin Edsell	Instructional Assistant, Engineering	Group Member
Danielle Epps	Director, Outreach and Admissions	Group Member
Jennifer George	Coordinator, Joint Base MDL	Group Member
Michelle Harkins	Assistant Professor, Languages/ESL	Group Member
January Nale	Instructor, Sociology	Group Member
Robert Roach	Instructor, Mathematics	Group Member
LacyJane Ryman	Registrar	Group Member
Zahirah Sabir	Manager of Strategic Partnerships, WDI	Group Member
Linda Schmidt	Director, Safety and Security	Group Member

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.

REQUIREMENT 8	REQUIREMENT 9	REQUIREMENT 10	REQUIREMENT 15
The institution systematically evaluates its educational and other programs and makes public how well and in	The institution's student learning programs and opportunities are characterized by rigor, coherence, and	Institutional planning integrates goals for academic and institutional effectiveness and improvement, student	The institution has a core of faculty (full-time or part-time) and/or other appropriate professionals with sufficient

| what ways it is accomplishing its purposes. | appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality. | achievement of educational goals, student learning, and the results of academic and institutional assessments. | responsibility to the institution to assure the continuity and coherence of the institution's educational programs. |

Introduction

Design and delivery of the student learning experience at Rowan College at Burlington County have four key components: curriculum, general education, faculty, and supplemental resources that support student learning and academic progress. While the primary focus of this chapter will be credit offerings, with Workforce Development as a division of the College, non-credit courses will also be examined, where appropriate. Standard III, which has a far reach at RCBC, begins with a sampling of Board of Trustees' policies that are designed to establish, maintain, and deliver a mission-compatible curriculum. It continues with a comprehensive discussion of curriculum offerings, including general education, which is tightly regulated by the State of New Jersey. Delivery of credit and non-credit instruction by faculty is examined in depth, and, finally, supplemental resources that support and enhance the student learning experience are explored.

Academic Programs and Curriculum

Design and delivery of the student learning experience is guided by Board Policy 201, Establishment of Standards for Granting Degrees and Certificates, which is informed by the New Jersey Administrative Code (N.J.A.C. 9A:1-1.2). This policy addresses degree programs, educational modes of delivery, the assignment of credit hours, and general program standards. The policy provides clear definitions that distinguish among Associate of Arts (AA), Associate of Science (AS), Associate of Applied Science (AAS) and Associate of Fine Arts (AFA) degrees. It provides descriptions of delivery modes, including traditional face-to-face, blended or hybrid, and distance learning. Credit hours are explained and, in compliance with New Jersey Licensure Requirements expressed in N.J.A.C. 9A:1-1.2, a semester credit hour is defined as 50 minutes of face-to face class activity each week for 15 weeks (or the equivalent attained by scheduling more minutes of face-to-face class activity per week for fewer weeks in the semester) in one semester complemented by at least 100 minutes each week of outside assignments (or the equivalent thereof for semesters of different length). Another example of a Board policy that directly impacts delivery of student learning is Board Policy 206, Attendance Policy. This is a uniform attendance policy that, at the same time, respects faculty autonomy. The policy states that once a student misses 10% of the semester, instructors are permitted to impose a penalty; however, faculty are not permitted to deduct more than 10% of the student's final grade based exclusively on absence. Where applicable, these policies apply to both credit and non-credit programs. Additional Board policies including Academic Integrity and Academic Freedom and Responsibility are addressed in Chapter 2.

Expanding upon the definitions of degree programs covered in Board Policy 201, Rowan College at Burlington County offers the following programs:

- The Associate of Arts (AA) and the Associate of Fine Arts (AFA) are transfer degrees designed to complete the first half of a baccalaureate or four-year liberal arts degree program. Traditionally, the purpose of these degrees has been to give students a broad, highly academic background in the fine arts, humanities, and social sciences.
- The Associate of Science (AS) degree offers students a program emphasizing coursework in mathematics, science, and business. The Associate of Science is also a transfer degree, designed to fulfill the first half of the requirements for a Bachelor's degree.
- The Associate of Applied Science (AAS) degree is not generally intended to be a transfer program. It is primarily a degree available to students who expect to enter a career field upon graduation. Exceptions may be made by colleges and universities whose curricula in specific study areas are similar to those of Rowan College at Burlington County.

Some career areas require less than two years of postsecondary education for entry into the field, and Rowan College at Burlington County has created Academic and Career Certificates as credentials for these fields. These Certificate programs are generally one year in duration and include courses specifically related to career requirements as well as general education courses designed to assist students to better understand the world in which they live and work.

The College Catalog is an important resource in helping students to become informed consumers of their educational experience. It includes information regarding programs of study, degree requirements, and course descriptions. The names of the school's various programs, as well as the meta-majors to which they are assigned, are identified. Rowan College at Burlington County's meta-majors were created in 2017 along with guided pathways, which are discussed later in the chapter, and include Art and Design, Business, Communication and Humanities, Education, Engineering and Technology, Health Sciences, Information Technology, Law and Public Service, Science and Mathematics, and Social and Behavioral Science. Each of the degree and certificate programs offered at RCBC is assigned to a meta-major, based upon commonalities including subject matter, courses, and/or career opportunities. The benefit to students of clustering individual programs into meta-majors is that it allows them to think about broader areas where they may have an interest and identifies related programs should they choose to change their major. Degree and Certificate programs in Liberal Arts, Liberal Arts and Sciences, Technical Studies, and Advanced and Continuous Studies are not associated with a specific meta-major due to their generalized nature.

Non-credit courses for personal and professional development offered by the Workforce Development Institute are printed in a pamphlet that is mailed to households throughout Burlington County. These pamphlets direct interested parties to a website at www.rcbc.edu/ppd where further details are available. Brochures are also delivered to local businesses, the Burlington County Regional Chamber of Commerce, the Burlington County library system, and county schools prior to the start of the semester. Classes range from a few hours to several weeks depending on the course of study.

Curricula for Credit Courses

A sound and credible educational experience for students begins with the design of curricula and courses that are intentional and purposeful. Creation of new program offerings and courses at RCBC is initiated when a need is determined, and advances with a focus on the appropriate scope and sequence and academic rigor. This need may be identified by a member of the academic team or through ongoing engagement with business partners, workforce development board members and the College's economic development partners. The Instructional Affairs Council (IAC) at Rowan College at Burlington County exists to review and recommend changes in curriculum and degree requirements, including changes to and deletion of courses and the addition of new courses and programs. Members of the committee include faculty from the three academic divisions: Liberal Arts, STEM, and Health Sciences. Representatives from Enrollment Management, Transfer, and Compliance, Assessment, and Research attend the committee meeting as non-voting members. The process of taking a new course through IAC approval begins with the proposer recognizing a need and discussing that need with the division Dean. The proposer then completes the New Course Proposal Form, which includes a rationale for the new course, prerequisites, instructional mode, course learning outcomes, and identification of institutions that are offering similar courses. The proposer presents the new course at a division meeting and receives approval from the faculty. After faculty approval is granted at the division meeting, the proposer gets approvals from the Academic Dean, Registrar, Director of Transfer, and Director of Compliance, Assessment, and Research (CAR) to move the proposal forward for IAC discussion and approval. Once approved by the IAC, the proposal is forwarded to the Senior Vice President/Provost and College President for their approval.

In fall of 2017 faculty in the Computer Science Department recognized a need for an additional 4-credit introductory computer science course that could easily transfer to Rowan University as part of the growing 3+1 program in Computing and Informatics. After discussion with the Dean, the completed form for CSE 112: Introduction to Computer Science II was submitted for feedback. The Director of Transfer recommended a revised course description to highlight certain components of the course that would make for a seamless transfer to several institutions, including Rowan University. Once amended, the faculty then presented the course proposal at the November division meeting, receiving full endorsement. The course was approved at the November IAC meeting and ran in the spring 2018 semester.

The process for initiating a new program follows a similar path. The New Program Proposal Form requires full programmatic information, including rationale for the proposed program, required general education and program courses, recommended electives, and program learning outcomes. Any new courses connected to the proposed program must be submitted to and approved by the IAC before the program can be approved. Seven new programs have come before the IAC within the last two years, all of which were recommended to the State of New Jersey for final approval.

While faculty are often the originators for new program ideas, there have been times when faculty work in partnership with other entities to develop a program that benefits both students and the larger community. For example, in spring 2017 the Division of Health Sciences partnered with Virtua Health, a leading healthcare provider in the southern New Jersey area, to

propose the Exercise Science Health and Wellness Promotion Program (AS.HWP) in an effort to increase health promotion awareness and initiatives within the community. This 2+2 degree aligns with Bachelor's degree programs at Rowan University, as well as with other four-year institutions. It began accepting students in fall 2017.

The New Jersey Council of County Colleges (NJCCC) requires annual notification of all course changes, including additions and deletions. New programs, however, must undergo a rigorous state approval process once the program has been approved by the institution. The NJCCC Academic Issues Committee (AIC), under the supervision of the New Jersey Presidents' Council, is tasked with reviewing new programs for submission to the Office of the Secretary for Higher Education. RCBC begins this process by completing a Program Announcement and forwarding it to the presidents of all New Jersey colleges and universities to solicit their comments and feedback. The Presidents have thirty days to review the Program Announcement, which includes the degree requirements, program learning outcomes, assessment plan for continuous improvement, a rationale for the need for the program, and proposed student enrollment and resources. An objection to the proposed program can only be made on the basis of three criteria: the proposed program is duplicative; the institution lacks the resources to initiate the program; and/or the proposed program is beyond the scope of the college's mission.

In spring 2018 the STEM division identified a need for a program that could support the growing manufacturing and service industries in Burlington County and throughout the country. The Workforce Development Institute's Industry Advisory committee was critical to this process, providing input and direction on the curriculum and hands-on learning components of the program. An advisory group convened, beginning in 2015 to outline skills gaps in the industry, leading to the initial establishment of a non-credit machinist boot camp. Many participants from this initial effort continued to be involved in sessions to define and review the curriculum for the degree program. RCBC's IAC approved the Mechanical Engineering Technology Program (AAS.MET) and the Program Announcement was completed. The Dean of the STEM Division, in consultation with the Compliance, Assessment, and Research Department, then hired an external consultant to review the proposed program. It was determined that the consultant should have significant educational experience in both mechanical engineering technology and advanced manufacturing. An exceptional consultant was found at the University of Akron. She visited the campus to tour the facilities; meet with administration, faculty, and staff; and discuss the proposed program in greater detail. Her final report with recommendations to improve the proposed program, including adding specific laboratory components to corresponding lecture courses, was forwarded to the Dean of STEM. He addressed these concerns in a letter of response, which is the final document necessary for AIC submission. As required by the NJCCC, the revised Program Announcement was sent to the presidents of the New Jersey colleges and universities. The colleges had no objections to the proposed program, allowing the state approval process to move forward. The full AAS.MET Submission Packet was delivered to the Chair of the AIC in March 2018 and approved by the AIC and then the New Jersey President's Council. The Office of the Secretary of Higher Education granted approval in May 2018, and the program began accepting students in fall 2018.

The Liberal Arts, STEM, and Heath Science divisions use Program Advisory Boards to guide curricular content in many career and technical education programs. Each Advisory Board

consists of external members from the surrounding community and members of the College community. They are composed of representatives knowledgeable about the relevant industry, and include business people, representatives of professional associations, trade unions, and/or regulatory bodies. Advisory Boards may also include members who represent educational institutions where students further their education in these disciplines.

Curricula for Non-Credit Courses

The process for creating non-credit courses differs significantly from the previously described processes that pertain to credit courses. With its focus on ensuring Burlington County's long-term vision for economic vitality, it is the Workforce Development Institute's (WDI) mission to develop a well-educated, highly skilled workforce, provide enhanced opportunities for individuals, and ensure that business and industry in the county and region will succeed and excel in a highly competitive, rapidly changing economy. Rowan College at Burlington County's Workforce Development Institute (WDI) develops non-credit customized training and personal and professional development offerings with input from the Burlington County Workforce Development Board and consideration for their relevancy to the community and potential economic impact. The design of non-credit courses is informed by the goal of WDI, which is to provide training for employees to be highly skilled and motivated. While there are many pre-packaged training programs available in the educational marketplace, they often do not meet the specific needs of an industry or company. With this in mind, companies partner with WDI personnel who analyze their goals, timeline, and budget and tailor training solutions to meet the business' specific needs. This training is then delivered on site or at one of the College's locations in Mount Laurel, Willingboro, or Mount Holly.

The model of curriculum development used to create the Machinist Boot Camp serves as an example. The initiative began with dissemination of a survey to over 100 Burlington County and area businesses to identify occupational, educational and training needs. This labor market industry assessment enabled the Workforce Development Institute to identify high-growth, high-volume industries in the region, and representative businesses were invited to join planning forums. In spring 2015, an Advanced Manufacturing Forum sponsored by the Burlington County Board of Chosen Freeholders under the Workforce Development Initiative was attended by over 70 industry partners. A summary and analysis of the survey and forum was circulated to all partners. The partners returned in November 2015, and in partnership with faculty, developed the Machinist Boot Camp curriculum. The 290-hour Boot Camp was designed to meet both the technical and soft skills identified as the greatest needs by employers. The curriculum developed also prepared participants to sit for up to four National Institute of Metalworking Skills (NIMS) Level One credentials.

In preparation for the program to launch, a machining lab was retrofitted in space available at the Burlington County Institute of Technology (BCIT) Medford Campus in the spring and summer of 2016. Using a shared services approach that included the County Engineering Office, private sector partners, BCIT staff, WDI staff and RCBC faculty and staff designed and prepared the space; procured equipment; obtained required materials; and identified an instructor. The WDI also secured tuition funding streams, identified employers with open positions, and recruited participants. In fall 2016, the program commenced and incoming freshman to BCIT participated

in an advanced manufacturing exploratory course and then matriculated as advanced manufacturing career majors in the fall of 2017. The instructor of the high school program was also the instructor of the night/adult Machinist Boot Camp. Each adult participant who completed, gained an OSHA 10 and NIMS Level One certification.

The Machinist Boot Camp was written into the Rowan College at Burlington County's National Science Foundation (NSF) grant. Many of the business partners who helped to establish this program remained involved with the college and assisted with the development of the previously described Mechanical Engineering Technology (MET) degree program and serve on its Advisory Board. The credentials attained by Machinist Boot Camp participants can be applied to the MET Associate degree program, thereby providing a stackable credential and a path to a degree.

Customized non-credit training is available to students who enroll at RCBC through partnerships with the Burlington County Institute of Technology (BCIT), the American Job Center, and other community partners. The WDI also offers Personal and Professional Development non-credit courses to the community so that all constituents have the opportunity to upgrade present skills, pursue new ones, or explore a hobby in these specialized courses. Classes and instructors are evaluated and students in each customized training class are provided a certificate of completion after they have satisfied the requirements of their assigned modules. Customized courses may also be bundled for certificate offerings such as Entrepreneurship or Medical Assistant Programs. Since WDI courses are not eligible for financial aid, scholarships or grant programs with eligibility requirements may be available to offset the tuition cost. The next step is to increase credit pathways to improve access and use of financial aid through multiple program doors.

Curricular Enhancements

RCBC's partnership with Rowan University has strengthened the College's commitment to the student learning experience for every student, regardless of where they may go after graduation. RCBC ensures that its Associate degree programs follow an appropriate scope and sequence and promote synthesis of learning while following prescribed guided pathways. Major maps that were developed collaboratively by faculty and academic advisors are available within the Office of Academic Advising. Using these maps, academic advisors are able to assist students in following prescribed guided pathways that help them to seamlessly complete an Associate degree. Students are responsible for checking prerequisites and/or co-requisites for each course. An initiative is currently underway to upload web-friendly versions of all major maps onto the College's website to make them more accessible to students.

RCBC ensures that its 3+1 programs foster a rigorous, scholarly, and appropriate scope and sequence of the student learning experience. RCBC faculty involved in 3+1 programs work with their Rowan University counterparts to ensure equivalency between the third year Rowan University courses and the corresponding RCBC offerings. RCBC builds the 3+1 courses based on Rowan's syllabi and textbook selections and utilizes the same assessments (i.e. assignments, exams, laboratory activities, etc.) and scoring rubrics. Outcomes assessments are completed in all 3+1 programs for 300-level courses. Evidence of assessment results, which compare favorably, is included in Chapter 5. RCBC also provides major maps for the 3+1 programs, which were developed by the Rowan Relations Coordinator, faculty and the academic Deans.

They guide students to seamlessly completing an Associate degree; enrolling in their junior year courses at RCBC; and finally, taking Rowan University courses to complete their Bachelor's degrees. Sequenced by semester, the map is designed for students to graduate with an Associate degree within four semesters and complete their junior and senior years within two semesters each. This guided pathway can easily be extended for part-time students. Students must follow the appropriate prerequisites and/or co-requisites in order to stay on track. As an example, a major map for Psychology, which is a 3+1 program, provides a detailed guide for number of credits needed, course satisfaction requirements and total credits required for completion of the Associate and Bachelor's degrees.

For high-achieving students, Rowan College at Burlington County offers honors courses in General Chemistry I, Calculus and Analytic Geometry, English Composition II, and U.S. History I. Regarding the Honors courses,

- Students must have a minimum Cumulative Grade Point Average (CGPA) of 3.2 to be admitted
- Students are allowed to enroll in no more than two honors courses at a time
- Honors courses are capped at 20 students
- Expectations regarding class performance, paper writing, and assignments are higher than the expectations characteristic of a regular course
- More independent learning projects are included

The Student Research Program (SRS), which was previously called Undergraduate Research (UGR), a term that is still used throughout the College, provides students with the opportunity to gain hands-on experience with developing a project idea and seeing that project through to completion. Students are exposed to higher levels of literature searches, laboratory techniques, and data interpretation than they may otherwise have in a traditional course. Currently there are four courses available to students interested in research opportunities. These include a one-credit introductory course (SRS 150: Introductory Student Research) that offers an overview of academic research, including the establishment of research goals and the development of methodology. Other courses include two-credit intermediate-level research courses, SRS 250, Intermediate Student Research, and SRS 260, Exploratory Student Research, that provide students with the opportunity to build and continue a particular project. Finally, students interested in advanced research may take SRS 270, Advanced Student Research, a two-credit course designed to expand a student's knowledge of and experience with analysis.Students wishing to engage in a research project collaborate with a faculty mentor. SRS courses typically run as 10-week courses during the fall and spring semesters and summer term. All student research courses require students to deliver a presentation of their research findings in the form of a final report, poster, or oral presentation upon conclusion. The following table represents student research projects from the spring 2018 semester. The findings of these projects were presented in the form of a poster contest, which was held at the end of the semester. Five guest judges from area companies and RCBC were given an evaluation rubric for judging.

Table 3.1 Sample of Student Research Projects

Faculty	Department	Term	Project
Gregory Perugini	Physics	Spring 2018	Absorption Spectroscopy from a Smartphone

Jonathan Weisbrod	Mathematics	Spring 2018	Applications of Fourier Transforms
Jennifer Rienzi	Biology	Spring 2018	Water Quality in Rancocas Creek Watershed
Terrence Sherlock	Chemistry	Spring 2018	Styrene Exposure and Acute Myeloid Leukemia
Eric Pancoast	Engineering	Spring 2018	Low Cost Assistive Technology for Special Needs Living
Laura Stewart	Chemistry	Spring 2018	Co HPLC Analysis of Vitamin C in Mango Samples
Marc Zamkotowicz	Physical Sciences	Spring 2018	Industrial Development of Macroalgae in New Jersey
Christopher Simber	Computer Science	Spring 2018	Artificial Intelligence
Christopher Simber	Computer Science	Spring 2018	RMF Security Implementation
Christopher Simber	Computer Science	Spring 2018	Computing Analytics
Christopher Simber	Computer Science	Spring 2018	Smart Cities
William Wend	English	Spring 2018	Queer Issues in Victorian England
Elizabeth Lavertu	Psychology	Spring 2018	How Mental Illness Affects Sleep

The STEM division made growth of the Student Research Program a high priority, as evidenced in their 2018 Institutional Effectiveness Plan. The goal is to increase faculty, student, and course participation by 1%. With the growing interest in 3+1 programs such as Biology and Computer Information Systems, the number of students involved is projected to grow. Within the Liberal Arts Division, humanities and social science students are also engaging in student research. Without the means to monitor and ensure ethical treatment of human subjects in a research study, Psychology students were only able to conduct a literature review of their chosen topics, so the need for Rowan College at Burlington County to establish an Institutional Review Board (IRB) was identified. The College's Associate Provost collaborated with the Department Chair for Social Sciences to create an IRB at the College. In fall 2018, the College's IRB was operational. Committee members include faculty representatives from STEM, the humanities and social sciences, and the College's Dean of Student Success; all of whom have earned Doctorates.

RCBC takes pride in its programs that have sought and achieved program accreditation. Programmatic accreditation acknowledges that the program meets expected academic standards and brings prestige to the College. Currently accredited programs include:
- Cancer Registry Management (AAS and CRT)-NCRA
- Dental Hygiene (AAS)-CODA
- Diagnostic Medical Sonography (AAS)-CAAHEP
- Electronic Engineering Technology (AAS)-ABET
- Health Information Technology (AAS)-CAHIM
- Nursing (AAS)-ACEN
- Paralegal (AAS)-ABA
- Paramedic Science (AAS)-CAAHEP
- Radiography (AAS)-JRCERT

Rowan College at Burlington County's focus on student-centered learning has a far and robust reach into the larger community. The dual enrollment College Acceleration Program (CAP) extends into high schools in Burlington and neighboring counties and connects both students and teaching faculty with RCBC. CAP provides students with the opportunity to earn college credit towards an Associate degree while still enrolled in their current high school classes. Many high schools in the region ranging from small private high schools with less than 100 students to large regional high school districts with thousands of students offer RCBC CAP courses. Approved CAP courses vary by high school. In order for a high school course to become a CAP course, learning outcomes of the high school course must be equivalent to those of the RCBC course for which credit will be awarded, and there must be a sufficient level of academic rigor to justify college credit. CAP courses are taught by qualified high school teachers who are approved by academic Deans at the College using the criteria required for RCBC adjunct faculty. Upon completion of CAP courses, students who have earned a grade of C or better, receive credit for the equivalent RCBC course on a College transcript. These credits may also be transferable to a four-year institution.

During FY 2017, the faculty at RCBC conducted a full review of all College Board Advanced Placement courses and determined the appropriate RCBC courses to be linked for credit. New non-AP courses submitted by the high schools are reviewed by subject area specific faculty at the College to determine if the course outcomes are equivalent and if they possess sufficient academic rigor to be credit worthy. A Memorandum of Understanding (MOU), which includes approved CAP courses, is created annually between the high school and RCBC. A pilot program to assess learning in CAP courses will begin in Academic Year 2018-2019.

General Education

As a two-year college, General Education courses are a core component of course offerings at Rowan College of Burlington County and are referred to as the core curriculum. According to the College Catalog, the General Education program "is shaped by the traditions of higher education and the demands of the contemporary world and…provides a foundation in the knowledge and skills needed to develop a life of personal fulfillment and contribution to society." Learning outcomes for students enrolled in RCBC General Education courses are included in course syllabi and consist of the following:
- Communicate effectively in both speech and writing
- Use appropriate mathematical and statistical concepts and operations to interpret data and solve problems
- Use the scientific method of inquiry, through the acquisition of scientific knowledge
- Use social science theories and concepts to analyze human behavior and social political institutions and to act as responsible citizens
- Use computer software systems or other appropriate forms of technology to achieve educational and personal goals
- Analyze works in the fields of art, music or theater; literature; and philosophy and/or religious studies; and will gain competence in the use of a foreign language
- Understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance
- Understand the importance of a global perspective and culturally diverse people

- Understand ethical issues and situations

The number and categories of required General Education courses vary by degree as seen in the tables below. Students may have flexibility in choosing courses from the different categories depending upon their programs.

Table 3.2 General Education Requirements for Associate of Arts (AA) Degrees

General Education Category	Required Number of Semester Hour Credits
Written and Oral Communications	9
Mathematics	3
Natural Sciences	7 or 8
Technology	3
Social Science	6
Arts and Humanities	9
History	6
Diversity	3
TOTAL GEN ED CREDITS	**46-47**

Table 3.3 General Education Requirements for Associate of Science (AS) Degrees

General Education Category	Required Number of Semester Hour Credits
Written Communications	6
Mathematics	3 or 4
Natural Science	7 or 8
Social Science	6
Arts and Humanities	3
History	3
Diversity	3
TOTAL GEN ED CREDITS	**31-33**

Table 3.4 General Education Requirements for Associate of Applied Science (AAS) and Associate of Fine Arts (AFA) Degrees

General Education Category	Required Number of Semester Hour Credits
Written and Oral Communications	6
Mathematics	3
Natural Science	4

Social Science	3
Arts and Humanities	3
Additional General Education Requirement	3
TOTAL GEN ED CREDITS	**22**

Table 3.5 General Education Requirements for Associate of Applied Science (AAS) Degrees in the Health Science Programs

General Education Category	Required Number of Semester Hour Credits
Written and Oral Communications	6
Mathematics	3
Natural Science	4
Social Science	3
Additional General Education Requirement	6
TOTAL GEN ED CREDITS	**22**

The State of New Jersey is very prescriptive when it comes to General Education course offerings as can be seen in the mandated approval process that is described in the next paragraphs. Rowan College at Burlington County's General Education Committee, which consists of three chairpersons (two faculty and one administrator), a secretary, and a total of eighteen faculty, is responsible for oversight. The faculty represent the three academic divisions of the College and are separated into groups by general education categories to be reviewed. The purpose of the committee is to review the student learning outcomes provided by the New Jersey Council of County Colleges (NJCCC) and assess whether RCBC's General Education courses are in-line with state requirements.

There are specific steps that must be followed to secure State approval before designating any course as General Education. The New Jersey Council of County Colleges (NJCCC), which provides statewide leadership for the advancement of the 19 community colleges in New Jersey, offers guidance to navigate this process. It begins at the college level when a faculty member identifies or creates a course that he/she believes could qualify as a general education offering. The NJCCC has a robust website that addresses general education courses, but most faculty choose to start by meeting with the Director of Compliance, Assessment and Research (CAR) who is very familiar with the process and can assist. Together they review the Unified Course List for common titles of approved Gen Ed courses and General Education Course List by College to ensure that the faculty member is not duplicating an already approved RCBC General

Education course. NJCCC's A General Education Foundation is a very helpful tool because it includes NJCCC's expectations regarding general education course categories, learning goals and course criteria. Also available on the NJCCC website is *NJCC General Education Guiding Principles for Affirming Gen Ed Course Status*, which provides more robust descriptions of each of the course categories than the previously mentioned references. An important element when designing a General Education course is its transferability to four-year institutions.

At this point the faculty member is ready to create a syllabus for the proposed course and complete the NJCCC General Education Course Approval Form. Before the course can be submitted to the NJCCC for approval, the faculty member must take the course through the College's Instructional Affairs Council (IAC), which was previously described and secure approval. Once the course is submitted to the NJCCC the approval process schedule continues at that level according to the published timeline. The College is notified once a decision has been made.

Faculty

Faculty have a very important role in shaping the student experience in education. Their day to day interactions with students, the content they engage in within the classroom, and the guidance and support they offer often leave a lasting memory of the institution with their students. This responsibility is not taken lightly at Rowan College at Burlington County. The institution allocates time, effort, and resources to invest in faculty. From the moment of hire through onboarding to growth and development, the College understands that investing in faculty is investing in students. The academic divisions of Liberal Arts, STEM, and Health Sciences, along with the Workforce Development Institute (WDI), are responsible for hiring, evaluating, and providing professional development opportunities for their respective faculty members.

Position requisitions to hire full-time faculty are approved by the academic division Deans, the Senior Vice-President/Provost, the Senior Vice-President of Administration and Operations who oversees finance, and the Board of Trustees Personnel Committee. Job descriptions are created by hiring managers and are posted on RCBC's website through NEOGov. Besides posting to RCBC Job Opportunities on the College website, hiring managers may request that positions be advertised on sites including, but not limited to, LinkedIn, Zip Recruiter, Indeed, and HigherEdJobs. Candidates to teach credit courses must have an earned Master's degree in their discipline. Once applications are reviewed and candidates are selected, full-time faculty are interviewed by a hiring committee consisting of three or four faculty and administration members. Adjunct faculty are interviewed by the Division Adjunct Coordinators and/or by Program Directors/Coordinators. The chosen candidate is then vetted by the Human Resources Department through a background check, which is included in hiring packets. Degree credentials are in compliance with New Jersey State Licensure rules, Title 9A, and are verified through the National Student Clearing House. Final candidates are forwarded to the College President and Board of Trustees Personnel Committee for approval.

This process works differently for non-credit faculty hired by the Workforce Development Institute (WDI). Potential Personal and Professional Development (PPD) instructors propose programs to the Workforce Development Institute (WDI) and a committee reviews the content to decide if the topic meets the needs of the community. In the rare event that PPD needs to recruit an instructor, personal and business connections are contacted. All instructors are interviewed by PPD staff. PPD has no specific credential requirement; the desired credential is based on the program. As an example, language course instructors are asked for prior teaching experience ideally at the high school or college level. If an instructor is teaching a program that earns a credential, then he or she must be certified with that credential, as in the example of the project management instructor who is PMI certified.

Trainers/instructors of customized training for the Workforce Development Institute (WDI) are identified via referral by another trainer, RCBC academic division, response to a job posting on a job board, industry partner or networking events. In the past, WDI has contacted RCBC's STEM and Liberal Arts Adjunct Coordinators to assist with identifying an instructor/trainer for a specific course (i.e. English-as-a-Second Language, Business Writing). Generally, customized training instructors/trainers are required to have previous experience and a proven track record delivering customized programs in a corporate training environment. There have been instances where specific credentials were necessary (i.e. Development Dimensions International (DDI) Leadership Certification for College of Southern Maryland contract with NAVAIR, Lakehurst; Myers-Briggs Type Indicator Certification for Global Corporate College contracts; and DISC Profile for Virtua programs).

Trainers are first selected after a formal interview process with the Workforce Development Institute team. Once selected, Workforce Development Institute's instructors and trainers must be approved by the Board of Trustees Personnel Committee and be ratified by the Board. WDI's Personal and Professional Development programs are scheduled three months in advance of the semester start with consideration for the instructor's availability. These classes run only if the minimum number of students registered is met. Business Outreach programs are scheduled based on the needs of the company/client that they are working with. Instructors are assigned based on their availability and fit for the program.

All Academic and Workforce Development instructors are subject to classroom observations. Full-time academic faculty are observed once each year, usually in the fall semester, by the Division Dean or Associate Dean. Adjuncts are observed during their first semester of teaching and in subsequent semesters if concerns arise, by Department Chairs, Program Coordinators, and/or any full-time faculty member versed in the discipline. New WDI instructors are observed by staff members and additionally if there are concerns. Completed observation forms for full-time faculty are on file in the Human Resources Department and Academic Divisions. In each of the fall and spring semesters, students have the opportunity to evaluate their instructors. Prior to fall 2015, evaluations were conducted in the classroom using SUMMA. Since then, online surveys are completed using IOTA Solutions. The level of student participation decreased dramatically after transitioning from the paper-based SUMMA to the voluntary online IOTA. The participation rate has been improving and is currently at 31.8%. For non-credit programs, participants complete evaluations of the program, instructor, and registration process at the end of each course/program.

In addition to classroom observations and IOTA surveys, full-time faculty undergo an annual review by the Academic Deans. Their performance is evaluated in the following areas:

- Teaching Effectiveness
- Curriculum Development, Review and Coordination
- Student Advisement and Support
- Contributions to the College
- Contributions to the Profession, Professional Development and Scholarly Activity
- Status Report on Academic Year Objectives

As part of the annual review, goals are set for the following academic year.

All full-time faculty are hired as Instructors and are eligible for tenure review after five years. By January 15 of each year, the Office of Human Resources identifies and notifies candidates who will be eligible for tenure review during the following academic year. It is the candidate's responsibility to prepare and submit a tenure review file by November 15 of the same year. The tenure binder must contain clear and convincing evidence of the candidate's ability and willingness to make a significant and continuing contribution to the growth and development of the institution. Tenure is awarded after presentation of positive evidence of excellence in teaching, scholarly achievement, contribution to College and Community, and fulfillment of professional responsibilities.

Adjunct Faculty at Rowan College at Burlington County must fulfill the following requirements to be eligible for Senior Adjunct status:

- Teach for two semesters, receive satisfactory observations of classroom teaching and achieve acceptable IOTA student evaluation scores
- Successfully complete the morning and afternoon sessions of the Adjunct Faculty Institute and attend a set number of Professional Development activities
- Comply with all college policies and procedures related to course syllabi, grading, attendance documentation, civility, availability to students as needed, and timely posting of grades
- Meet or correspond with division Department Chairs, Directors, Program or Course Coordinators as requested

Promotion to Senior Adjunct status is accompanied by an increase in compensation per contact hour of teaching.

Faculty Professional Development

RCBC is committed to offering professional development opportunities to all full-time and adjunct academic instructors. The Faculty Excellence Coordinator is responsible for faculty and adjunct professional development and support. The Coordinator provides individual and group professional development opportunities, while carrying out the campus philosophy of providing a supportive environment in which faculty can thrive in their efforts to develop their teaching skills and improve in their profession. The Faculty Excellence Coordinator receives a three-course reduction to allow sufficient time to fulfill these responsibilities. Examples of professional development opportunities are described below:

- New Adjunct Orientation is offered to new adjuncts approximately three weeks prior to the start of the fall and spring semesters.
- Adjunct Welcome Back is offered to new and returning adjuncts one week prior to the start of the fall semester. The goal of this event is to inform adjuncts of new initiatives at the College. In addition, adjuncts are given the opportunity to meet with their Program Coordinators to discuss information related to their disciplines. A similar event is provided for full-time faculty and staff prior to both the fall and spring semesters.
- The Adjunct Faculty Resource Guide is distributed to new adjuncts to help with the logistics of being an adjunct at RCBC. Updates are made prior to the beginning of each semester.
- The Faculty Handbook provides an overview of the college and degree programs.
- The Adjunct Faculty Institute is a professional development opportunity open to all adjuncts at RCBC. The Institute consists of two sessions offered on one Saturday in each of the spring and fall semesters and builds upon the New Adjunct Orientation content. Completion of these two sessions is one of several criteria for adjuncts to achieve Senior Adjunct status.
- Monthly professional development opportunities are organized by the Faculty Excellence Coordinator to promote excellence in teaching. Some examples are "Approaches to Classroom Management" and "What is Excellent Teaching". Workshops are primarily delivered by full-time faculty. The Center for Learning and Instruction provided professional development opportunities for full and part-time faculty prior to the creation of the Faculty Excellence Coordinator position.
- Extensive online tutorials and face-to-face trainings in Blackboard and other applications are provided by the Office of Distance Learning with the goal of providing and promoting online technologies and training for faculty to enhance on-campus courses. All courses have online shells.
- Program Coordinators organize one-hour Adjunct Learning Communities, previously called Coffee Hours, during the semester to share information and best practices and to discuss any problems or concerns.
- Extensive training is provided for courses undergoing revision and change. For example, major changes in Developmental English and Math courses were initiated in the fall 2017 semester (ALP/AMP). Multi-day workshops were provided by publishers with the help of Program Coordinators to familiarize all full-time and adjunct instructors with new online resources.
- RCBC's Ph.D. Support Committee provides support to faculty and staff who are either pursuing a terminal degree or who are considering doing so. The committee exists in order to address the range of financial, emotional, professional, and psychological concerns held by those who decide to further their education. It is the hope of its members that the Ph.D. Support Committee can help make that road a little less bumpy by easing the anxieties of doctoral students and those aspiring to become doctoral students.
- Adjunct faculty have the opportunity to observe seasoned instructors within their discipline to become familiar with best practices in teaching and can request mentoring assistance if desired.

- All full- and part-time employees including faculty are eligible for tuition waivers for selected credit and non-credit courses. Some restrictions apply for adjunct faculty.

Supplemental Resources

As important as curriculum, general education, and faculty are to academic progress and success, it is the support from additional college resources that makes the student learning experience so rich at RCBC. The unity and cohesion between various departments on campus in support of student learning can easily be seen when considering the supplemental resources available to every student on campus. The College chose to focus on Developmental Studies, Tutoring, Student Professional Development and Career Learning Opportunities, and Office of Student Life experiences as representative samples of the plethora of diverse supplemental resources available to students.

Supplemental Resources – Developmental Studies

As an open-enrollment community college, a number of incoming freshmen at Rowan College at Burlington County are academically underprepared and need remediation. Historically, approximately 20-25% of entering freshmen have been required to enroll in Developmental Mathematics, and 5-10% of entering freshman have been required to enroll in Developmental English and/or Reading. After decades of offering multiple tiers of remedial English, Reading, and Algebra, the College totally transformed its developmental studies program during Academic Year 2017-2018. This revised model includes clinic classes developed as a part of an accelerated learning model, adopted from the nationally recognized program at the Community College of Baltimore County (CCBC). This model utilizes a co-requisite model where a student takes a college level course in the subject matter that is paired with a clinic course in the same semester. One instructor teaches both classes. These clinics provide students with timely remediation on concepts being presented in the companion college-level course, so they may more successfully advance through these courses.

In implementing this new model, the highest level developmental courses were eliminated and new companion courses ENG 030, MTH 012, and MTH 030 were created for ENG 101, MTH 112, and MTH 130 respectively. In addition to this fundamental change in the developmental model, all developmental mathematics courses as well as MTH 112 and MTH 130 utilize the ALEKS assessment and learning system. This is a mastery based online program that provides resources to students who need to work on prerequisite skills and also provides individualized assignments based on those skills that need to be strengthened. Assessment data regarding completion rates and student success in the follow-on academic courses are being collected during the current academic year to review outcomes of the new developmental studies model.

Supplemental Resources – Tutoring

Rowan College at Burlington County offers a free tutoring program for all currently enrolled students. Any student needing academic assistance can stop by the Learning Center, which is located in the Student Success Center building, for assistance or to make an appointment. Students who take advantage of walk-in tutoring are able to meet with tutors to gain assistance in

most disciplines. The Learning Center is staffed by three types of tutors: peer, professional and volunteer. Peer tutors must have a CGPA of 3.0 or higher as well as a B or better in courses they tutor. RCBC's professional tutors have earned degrees ranging from Associate to Master's. Volunteers are retirees who have worked in diverse fields and provide not only academic assistance, but also generously share their real-life experiences. In FY 2018, 820 students made a total of 3,698 visits to the Learning Center. Of these, 53% came seeking assistance with a math course. Additionally 33 students made 60 visits to the Learning Center seeking help preparing for the placement exam. For students who are unable to take advantage of face-to-face tutoring, Grade Results, an online tutoring service, provides 24/7 instruction in math, science, and writing; and online assistance with economics and accounting by appointment. This is also a great resource for students when the campus tutoring center is closed.

Full-time faculty are required to hold office hours where they provide one-on-one tutoring assistance and they have also implemented group tutoring opportunities when a need is identified as can be seen in the following examples. In fall 2017, all sections of BIO 111: Fundamentals of Anatomy and Physiology I Laboratory and BIO 115: Fundamentals of Anatomy and Physiology II Laboratory, were offered exclusively online using Pearson's mastering and homework system. In order to offer students additional help, faculty developed an [Anatomy Academy](). This opportunity for additional assistance with challenging course material was modeled after both a Physics Academy and a Math Academy, which successfully provided additional help in courses that have rigorous curricula. The Anatomy Academy included ten sessions to provide students with an opportunity to work with anatomical models under the guidance of an Anatomy instructor. In its first iteration, between three and twelve students attended each two-hour session. The Anatomy Academy sessions are structured around times that Anatomy lectures are held and additional times have been added to accommodate students with 9-5 work schedules. It is advertised on the Blackboard shells of all Anatomy labs and on bulletin boards throughout the campus. The Anatomy and Physiology faculty plan on continuing to offer this supplemental resource and are confident that attendance will increase as more students become aware that it exists.

The Math Academy was created in spring 2017 to give students in STEM math courses a resource to help them to be successful. The Math Academy was held once a week and was facilitated by at least one full-time math instructor. It gave students a place to go when they had questions outside of class and did not want to wait until the next class session to have them answered. It also provided an opportunity for students to practice, get additional assistance, and focus on improving their math skills. The topics covered each week are student-driven. When students did not have any particular questions, the facilitator would provide problems for practice. As word about the Math Academy got out, more and more students came in for help. Some participated every week and others came to ask a particular question. The Academy was always more crowded around test times.

Faculty in the Health Sciences division also encourage students to take advantage of individual and group tutoring, which is delivered by their Nursing Program Success Manager. During spring 2017, 444 sessions were held, and students received assistance with course content from the introductory Fundamentals of Nursing course to the capstone Advanced Concepts in Nursing

Care along with study skills and medical math remediation. In addition, the Success Manager conducted 17 sessions to help graduating students prepare for the NCLEX licensing examination.

Supplemental Resource – Student Professional Development and Career Learning Opportunities

During Academic Year 2017-1018, Health Sciences faculty offered opportunities including the Health Sciences Interprofessional Training and the Health Sciences Lunch and Learn Series for professional development and curricular enrichment. Regarding the former, current literature suggests that interprofessional training for health science students enhances patient safety and improves care delivery. Guided by the literature, Health Science division directors and faculty created an interprofessional training day where students learned about all of the Health Science programs offered at the College and how to work with other health care professionals in order to care for a patient. Communication and team building skills were targeted to improve patient care because, in the real world, care is delivered by multiple professionals from diverse fields who are assigned to each patient. Pre- and post-assessments were administered to see if the training was successful and valued by the Health Science students. Results showed a 70% increase in knowledge and feedback from the students was very positive, so interprofessional training will be repeated during the current Academic Year.

The Workforce Development Institute's Career Services Center offers workshops that include resume review, interviewing skills, career exploration and assessment, and preparation for career fairs and networking events. By accessing Career Coach, RCBC students can take a career assessment, browse careers, and build their resumes. Additional student professional development opportunities include internships where students can integrate classroom instruction with practical work experiences. Rowan College at Burlington County's internship program is designed to assist students with exploring a career path, gaining professional experience, learning new career skills, and applying classroom learning to a work environment while earning academic credit, being mentored by an industry expert, and creating a professional network. The internship website includes current RCBC Internship Postings and links to additional resources.

Along with Internships, WDI provides additional experiential learning opportunities that include Road Trip to the Real World, job shadowing, professional mentoring and apprenticeship experiences. Road Trip to the Real World is a half-day program held at an employer's location and includes a facility tour. It benefits students by exposing them to real-life work experiences and providing networking opportunities. In job shadowing, students spend an entire day, one-on-one, with an expert in their field of interest. For a longer engagement, professional mentoring partners students with a mentor in their field of interest for an entire semester or the summer. Finally, apprenticeship experiences offer students on-the-job training with businesses coupled with classroom instruction.

Supplemental Resources – Student Life Experiences

Rowan College at Burlington County's Office of Student Life offers student trips that enhance student learning. The following list from a three-year review of trips demonstrates the diversity of opportunities and the student learning focus for each:

- White Water Rafting - team building
- Constitution Center – history
- Holocaust Museum Trip - English, history
- 9/11 Memorial Museum - history
- Delaware Valley Intelligence Center - criminal justice
- Mutter Museum - criminal justice
- Broadway to see Chicago, Charlie and the Chocolate Factory, Waitress, Fun Home, and Cirque du Soleil Paramour - theater, music
- Star Wars Celebration Concert - music, film and sound production
- Game of Thrones Concert - music, film and sound production
- Museum of Sex - psychology, sociology
- Philadelphia Flower Show - hospitality, ecology
- Day in DC Trip - various, students were free to visit any Smithsonian-related museum they wanted

RCBC's Office of Student Life (OSL) encourages faculty to partner with them to plan and co-sponsor student trips. A portion of the Student Activity Fee, not to exceed $10,000 a year, is budgeted to support faculty co-sponsored trips. In planning these activities, the faculty member and OSL staff work collaboratively to determine the destination, transportation, schedule of ticket sales, advertising, and ticket prices. The co-sponsoring faculty member assists with ticket sales and attends the trip as a chaperone. Upon return from the trip, the faculty member provides the Office of Student Life with number of participants, as well as a survey-based assessment that shows whether the learning outcomes were achieved.

Periodic Assessment of Design and Delivery of the Student Learning Experience

Each of the above efforts to design and deliver an effective student learning experience would not be complete without continued assessment of the College's efforts. Continuous assessment and reflection with improvement plans when appropriate ensures that RCBC can maintain the high-quality educational experience that students expect. Rowan College at Burlington County has been diligent in its efforts to capture assessment data and to create new opportunities to assess curricular processes and products along with a strong emphasis on academic trends and issues. Assessment of Student Learning, which includes program and course-level assessments as well as academic program reviews, is discussed in depth in Chapter 5.

Conclusions, Strengths, and Opportunities for Improvement and Innovation

Conclusions

Table 3.6   Executive Summary

Section	Criteria Addressed
Academic Programs	Criteria 1, 3 Requirements 9 and 10
Curricula for Credit Courses	Criterion 1 Requirements 9 and 10
Curricula for Non-Credit Courses	Criterion 1

	Requirements 9 and 10
Curricular Enhancements	Criterion 4 Requirements 9 and 10
General Education	Criteria 5a, 5b Requirements 9 and 10
Faculty and Faculty Professional Development	Criteria 2a, 2b, 2c, 2d, 2e Requirement 15
Supplemental Resources – Developmental Studies	Criterion 4 Requirements 9 and 10
Supplemental Resources – Tutoring	Criterion 4 Requirements 9 and 10
Supplemental Resources – Student Professional Development and Career Learning Opportunities	Criterion 4 Requirements 9 and 10
Supplemental Resources – Student Life Experiences	Criterion 4 Requirements 9 and 10
Periodic Assessment of Design and Delivery of the Student Learning Experience	Criteria 8 Requirement 8

Criteria 5c, 6 and 7 and not applicable.

Rowan College at Burlington County meets the criteria for Standard for Accreditation III and Requirements of Affiliation 8, 9, 10, and 15.

Strengths

3. An unwavering focus on providing quality student learning experiences that embody the College's mission to transform lives by delivering innovative, high-quality and affordable educational experiences in an accessible and diverse environment.
4. Design of programs and courses, investment in faculty, and a variety of supplemental resources, all focused on student success.
5. New programs created collaboratively with academic and business partners using data collected from both academia and industry.

Opportunities for Improvement and Innovation

1. Expand 3+1 program offerings.
2. Use stackable credentials and credit articulation as a means for students enrolled in non-credit programs to have a more seamless pathway to academic certificates and degree programs.
3. Secure State of New Jersey approval for adding courses to general education offerings.
4. Explore opportunities for additional programmatic accreditations.

Table 3.7 Standard III Work Group Members

Linda Bobo	Director of Program Development and Instruction	Work Group Co-Chair
Donna Vandergrift	Dean, Liberal Arts	Work Group Co-Chair
Susan Scully	Director, Health Information Management	Work Group Co-Chair
June Sernak	Dean, Lifelong Learning	Work Group Co-Chair

Kaitlin Ament	Academic Advisor	Group Member
Mary Bavi	Distance Learning Faculty Liaison	Group Member
Mara Dallas	Student Representative	Group Member
Maria Dewar	Educational Program Coordinator, WDI	Group Member
Anne Edwards	Director of Transfer	Group Member
Ralph Fleming	Instructional Assistant, STEM	Group Member
Russell Gartner	Instructor, Music	Group Member
Elizabeth Kerr	Assistant Professor, Business	Group Member
Dr. John Kerwick	Instructor, Philosophy	Group Member
Anthony Phillips	Adult Basic Education Director	Group Member
Laura Ritt	Assistant Professor, Biology	Group Member
Dr. Nicole Scott	Educational Programs and Grants Division Manager	Group Member
Barbara Stewart	Supervisor of Laboratories	Group Member
Madison Weller	Student Representative	Group Member
Gina Yanuzzi	Instructor, Developmental Studies	Group Member
Faith Zimmes	Instructor, Dental Hygiene	Group Member

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 educational experiences, and fosters student success.

REQUIREMENT 8	REQUIREMENT 10
The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.	Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.

Introduction

As defined in RCBC's 2020 Strategic Plan, the College clearly values student access and success, two of the four pillars of the plan. In 2015, the College reorganized the majority of student services into the Enrollment Management and Student Success (EMSS) division, resulting in a more focused effort on the student experience before, during, and after matriculation. This reorganization brought more than a dozen different departments under the

direction of a single Vice President, with two Deans supporting these units with regard to both vision and daily operations.

Staying true to its mission of accessibility, Rowan College at Burlington County strives to ensure a seamless transition to and through the college experience for each individual student. From the beginning of the application process, RCBC works diligently to create an environment that allows all students to begin their collegiate journey on a positive path and ensures that students who have completed collegiate level work prior to matriculation are properly rewarded for this work as they continue on towards their educational goals. In addition, RCBC provides support inside of the classroom for those who need additional assistance, allowing for enhanced engagement in their institutional and educational experience. Outside the classroom, students are provided opportunities for on- and off-campus activities that complement their studies and aid in their development for the professional workforce.

As a result of reorganization, strategic planning, and careful assessment, Rowan College at Burlington County demonstrates student success as a lived value. The practices, policies, and programs support and enhance the student experience and the assessment process ensures a focus on continual improvement.

Before Matriculation – Application and Acceptance

RCBC utilizes numerous avenues in order to properly communicate to prospective students as they proceed through the application process. Information pertaining to the application process, financial responsibilities and aid as well as funding and scholarship opportunities are clearly communicated to students before they begin matriculating at the institution. Information pertaining to the application process is disseminated via electronic and physical mailings through the Outreach and Admission Department of the College providing students with information on how to apply, tuition and costs, and financial aid availability and eligibility. Information graphics are used to allow for an easier visual for students to comprehend the steps in the application process. In total, over 5000 applications were received and processed for the fall 2017 term.

After their application is submitted and reviewed, students are notified by written letter of their acceptance to the College with their new student identification number, as well as information regarding financial aid and the login processes for needed systems including Web Advisor and student email; everything they need to begin classes at RCBC. Financial aid information and instructions for applying for aid are sent via email to students after acceptance and again after they have begun courses if they have not yet applied. Financial Aid communications provide students with information about all avenues of assistance for which they may be eligible to apply, including foundation scholarships and payment plans. Students can review a wealth of information regarding Financial Aid on the RCBC website at http://www.rcbc.edu/financialaid. The Business Office page of the College's website clearly outlines the financial obligations of the student and is a primary source for students to use for their financial questions pertaining to

their enrollment. All of these sources of information are reviewed at least once every semester by staff, administration and students to ensure accuracy. By including students in the review process of these documents and information portals, RCBC ensures that the language and information is clear and coherent. In addition, all information provided is reviewed through the Gunning Fog index, which is a measure of readability and allows each office to ensure that the language being used does not presume that prospective students have a knowledge of college level reading skills or vocabulary. In the 2017-18 school year, over 10,000 FAFSAs were processed by the RCBC Financial Aid office.

Before Matriculation – Transfer of Credits

Once students are accepted to the college, detailed steps are provided to them for course registration, transcript acquisition and transferring of credits from other institutions. The evaluation and awarding of transfer credit is the primary responsibility of the Registrar's office. Over 4200 transcripts were reviewed for transfer credit in the 2017-18 school year. Unofficial transcripts may be used for approximation of transfer credit for registrations and advising purposes; however, official transcripts are reviewed by RCBC staff and include the investigation and review of course syllabi, descriptions, number of credits earned per course and the name of the accrediting body of both the sending and receiving institution. If additional information or confirmation is needed, program directors, faculty or division deans review the course information provided by the student. The College is currently building equivalency tables in the college's database, Colleague, to aid in a more seamless evaluation of these documents.

Currently, a maximum of 49 credits may be transferred into RCBC including credits from prior college attendance, CLEP, AP, and Prior Learning Assessment (PLA) programs. This number will likely decrease as the College completes transition to 60 credit degrees as required by a state law passed in 2018. Students who are enrolled in the 3+1 program may be eligible to transfer in additional credits on their path to a bachelor's degree. Credits older than five years in Mathematics, Science, and Computer Science are subject to additional review as are credits in all other subjects after 10 years. Students may challenge the decision of the College in the transfer of their credits; any such appeals must be in writing and through the Office of the Provost.

High school students may earn college credits for dual enrollment courses taken at their high schools through the College Acceleration Program (CAP), which is also discussed in Chapter 3. More than 30 such partnership agreements are in place, including all public high schools in Burlington County. These credits are awarded by RCBC using a pre-approved course list specific to each high school's offerings. Courses are approved on a school-by-school basis and are reviewed by subject-matter experts from the RCBC faculty and by the appropriate division Dean. More information about the College Acceleration Program (CAP) and the participating school's requirements can be found at http://www.rcbc.edu/cap.

Students with military experience and training may be eligible for the awarding of credits with proper documentation of their skills and certification. In order to receive such credit, students provide a military transcript which indicates the certifications earned. The United States Army, Navy and Marines issue a joint services transcript which indicates the training and experience a

student has acquired. The United States Air Force uses a different format and therefore has its own transcript. Credits may also be accepted from the United States Coast Guard.

Students who obtain job-training certificates may also be awarded transfer credit either through specific articulation agreements or on an individual basis through the Technical Studies (TS) program. Students may also receive college credit for prior education received from institutions outside of the United States. Such transcripts are reviewed through appropriate education credit evaluators to determine the type and number of credits that will be applied to their program of study at RCBC.

RCBC awards credit based upon successful completion of CLEP and AP exams. A student can accumulate up to 30 credits for all eligible subjects. Information for these exams can be found on the college's website under the AP and CLEP transcript pages, housed on the Registrar's website. In addition, a course and credit equivalency table is found on the RCBC website for the AP exams.

Prior Learning Assessment (PLA) addresses experiential learning before the student arrived at RCBC and obtained enrollment status. Relatively few students (fewer than five per month) request this avenue of earning credit through an assessment of their training and skill level. This process is student-driven. After the student becomes a matriculated student in either a degree or certificate program they can pursue faculty evaluation of their skills. Currently, a committee comprised of representatives from the Provost's office, the Workforce Development Institute, and the Enrollment Management and Student Success division are evaluating the best means for streamlining this process to ensure an equitable and easily understandable process for students.

Before Matriculation – Developmental Placement and Support

RCBC uses a variety of means to determine the appropriate placement for students into the English and Mathematics courses. Scores acquired from SAT, PARCC, ACT, ASVAB can be used to exempt students from developmental coursework at the College, and the Accuplacer test is used for placement for those who are not exempt. Cut scores for both the English (reading/writing) and Mathematics sections of the Accuplacer have been established through a statewide review by faculty in the appropriate areas. Students who will major in STEM areas that require higher levels of math are also tested using an additional Accuplacer test called the College Level Math Test (CLM), which provides the College with the information needed to place students into a math course that accurately reflects their skill level. After students complete testing, their results are reviewed by academic advisors, admissions counselors and/or program advisors, including EOF, NJSTARS, and international advisors. Though the developmental program has been restructured as described in Chapter 3, placement procedures will remain in place for the 2018-2019 academic year. During this time, the Developmental Educational task force will collect data on student placement and performance in developmental and college level courses to determine whether the current processes and cut scores accurately reflect student readiness for coursework.

Throughout their developmental programs, students are supported in a variety of ways both before they arrive on campus and after matriculation. Incoming students have access to academic advisors, pre-test resources, and may retest if they feel that the Accuplacer does not accurately

reflect their academic abilities. Current students may utilize tutoring for developmental and college level courses either through appointments or on a drop-in basis. Additional tutoring opportunities include sessions for Calculus, Algebra and Anatomy & Physiology which are led by full-time faculty. These events are clearly outlined on the College's calendar located on the website. Final exam study periods were also created and advertised on bulletin boards and campus television monitors. The tutoring website provides specific days and times for all developmental and the most common mathematics courses. The tutoring center also offers testing, notetaking and Reading Study Skills workshops.

During Matriculation – Orientation

Once they become matriculated students, RCBC seeks to support and engage with students both inside and outside of the classroom in order to facilitate their progress toward their personal, professional, and academic goals. Certainly, this support is found in classroom activities, but this support also comes in the form of orientation to the College, academic advising, retention programming, support for student success including transfer services, and student engagement and involvement outside of the classroom.

RCBC recognizes the importance of providing a solid foundation to new students starting at the college for the first-time. As a result, the College provides multiple opportunities for new students to become oriented to its programs and services. Several significant programs serve this purpose in a formal way, in addition to the individualized orientations provided to students through a variety of personal interactions with staff members. The first orientation program is RCBC's Spring Ahead program, coordinated by the Outreach and Admissions department in partnership with local high schools. Through this program, students are given the opportunity to get a head start on their postsecondary enrollment through a multipart program designed to support students as they transition from high school to college. Initially, students attend an information session during the fall of their high school senior year, followed by application to RCBC. After application, students take placement tests, and visit campus in spring of their senior year to receive advising, register for classes, discuss financial options, meet staff and students, and gain greater insight into the supports provided for their success. In spring 2016, 798 new students participated in this on campus registration and transition program. Participation in Spring Ahead increased to 871 students in spring 2017. While certainly not the only means for becoming familiar with the college, this program provides a structured and coordinated process for engaging high school students with their next educational steps.

Regardless of whether a student participates in Spring Ahead or is within the cohort served by that program, all new students are invited to participate in orientations that occur throughout the summer months. RCBC's general orientation program is organized by the Office of Student Life and is split into two programs: one targeting students already registered and the other targeting students not yet registered. Orientation for those students who are already registered is a two-hour program designed to orient them to the resources available to help them be successful as new students. In summer 2017, 929 students registered for orientation and 850 attended for an attendance rate of 94%. A post survey had a 13.7% response rate with 93.5% of respondents strongly agreeing that "Orientation provided useful information." The orientation program for students not yet registered, known as the Baron Bundle, was first implemented in summer 2017

and is a three-hour program that provides students an opportunity to take their placement test, meet with an advisor, and register for classes. One hundred sixty-five students registered with 101 attending for a 61% attendance rate. The final general orientation program is targeted to parents and family members of incoming students and is held in the evening. These programs saw 425 parents RSVP in summer 2017 with 225 attending for a 53% attendance rate. Each of the aforementioned orientation programs covers topics specific to the targeted population. Recognizing the value of students being exposed to advising, all orientation programs incorporate some level of academic advising, whether it is through general information or through more intensive personal attention.

In addition to these general, broad-based orientation programs, specific programs also offer orientation programming for their students. For example, the Office of International Student Services coordinates a one-day orientation for new students attending the college by way of the F-1 visa program. This orientation emphasizes the support services provided to students, which may be unfamiliar to those new to the United States' educational system. Elements of this orientation include an introduction to student involvement on campus, disability services, public safety and security, and advising services. Similarly, the Educational Opportunity Fund (EOF) delivers its Pre-Collegiate Leadership Institute, which brings students to campus for a week in the summer to orient them on how to be successful college students. As the EOF targets low income students, many are also first-generation college students with few sources of information regarding how to be a successful college student. This program intentionally introduces students not only to services, but also to influential members of the campus community including the Provost and Vice Presidents, the Academic and Enrollment Management and Student Success Deans, various faculty, and key support personnel from across campus.

During Matriculation – Academic Advising and Retention Programming

Academic Advising is an area that was identified by Enrollment Management and Student Success division leadership as an area of focus in spring 2016. The college engaged NACADA: the Global Community for Academic Advising to bring in a consultant to review college-wide advising practices. At the same time the college saw new leadership come into the Advising department in July 2016 and a period of change commenced. Changes were driven by the NACADA consultant's report and Noel-Levitz Student Satisfaction Survey results. Significant highlights of the changes include

- Implementation of dedicated advisors by way of advising learning communities
- Development of standardized advising practices
- Revision of academic policies
- On-going assessment of academic advising
- Implementation of an annual departmental retreat
- A focus on advisor professional development
- Implementation of guided pathways in cooperation with faculty
- Development of a College-Wide Advising Council

The Council, co-chaired by the Director of Advising and Retention and the Associate Provost, consists of representatives from each of the Academic Dean's offices, Faculty Senate, Information Technology, and the Enrollment Management and Student Success division. At the writing of this report the institution is in the midst of a transition towards holistic wraparound

advising. In practice this includes cohort appointment advising that includes conversations focused on academic progress, transfer, and career, and which allows for the development of academic plans that assist in keeping students on track towards their Associate degree.

The College also engages a range of students in population-specific advising. Educational Opportunity Fund (EOF), International, and NJ Stars students meet with staff members in their respective programs for both academic advising and other supports. The Rowan Relations and Athletics staff members also supplement the efforts of the advising department. These staff are included in communications regarding advising at the campus more broadly and are included in professional development regarding advising. In addition, Student Services Generalists have caseloads of first-time students for whom they provide academic advising as well as supports for financial aid, registration, and engagement with the college. Programming and intrusive advising are provided for students who find themselves experiencing academic difficulty. Students on probation are invited to participate in the College's Strategies to Eliminate and Prevent Probationary Status (STEPPS) workshops and students who are dismissed are given a final chance to enroll by participating in RCBC's Academic Contract for Excellence (ACE) program. Students participating in ACE in the fall 2017 semester saw an average term GPA increase of 1.97.

In addition to these programs and services by professional staff, RCBC also engages faculty advisors in an advising capacity. The role of faculty advisors was a topic discussed by RCBC's newly formed Advising Council during AY 2016-2017. The College's full-time faculty are contractually required to schedule six office hours per week during each semester. Office hours include four open office hours and two advising hours. The advising hours may be held in the Student Success Center or, more commonly, in the faculty member's office and can be scheduled through a shared calendar with the Academic Advising Office or on a walk-in basis. Regardless of whether appointments have been made in advance, each faculty member is required to be available during these designated times for walk-in student advising. Despite these efforts at faculty availability, the College's review uncovered that there were a number of challenges to faculty advising, including an assumption by students that the Advising Department was the source of advising, regardless of faculty assignment, and the reality that many faculty come from departments that are service areas (i.e. English, Math, History, Philosophy) rather than from the areas in which students are majoring. As a result, the decision was made to refrain from assigning students by major and instead refer students from advising to faculty on an as-needed basis given the needs being presented by the student.

During Matriculation – Support for Student Success including Transfer Services

In addition to advising and retention support, students with disabilities who self-identify to the Office of Student Support have access to Academic Accommodations. Accommodations include, but are not limited to, extra time for testing, use of a basic calculator, and testing in the test center. Students provide documentation to the Office of Student Support and meet to discuss reasonable accommodations that grant students access to their education. A mental health counselor is also available on campus on a part-time basis for students in need of this type of support. The college utilizes a Retention Alert system for the early warning of any student, whether with an accommodation or not, who may need academic or behavioral intervention. This

alert notifies the Division of Student Success of the situation. The College's website provides students with all of the information they need for any of these support services and how to obtain them at http://www.rcbc.edu/studentsupport.

As a community college, transfer services, which guide students who plan to use their earned Associate degree as the first two years of a Bachelor's degree program, are critically important. The curriculum for new Associate degree programs is built using either a 2+2 formula or one of the unique 3+1 opportunities. Staff with expertise in transfer review proposals for all proposed degree programs to ensure that they fit one or both models. Each semester, RCBC hosts a transfer fair that includes Rowan University as well as other partners and area universities, including but not limited to Wilmington, Drexel, Fairleigh Dickinson, Jefferson, Rider, Rutgers Camden and New Brunswick, Stockton, Temple, and The College of New Jersey.

RCBC's Guaranteed Admission Program (GAP) assists students with completing their Bachelor's degree, by providing a seamless transfer of courses and credits from RCBC to many four-year institutions. Through this program, students are guaranteed admission to selected schools after graduating from RCBC, provided that certain criteria are met, and a specific grade point average is maintained. In addition, the College provides instant decision days and college visit days to support student interest in transfer. RCBC's premier partnership with Rowan University (RU) provides regular advising visits from RU personnel. Other on-site partners, including Wilmington University and Rutgers University, provide advising in cooperation with the College for the students who choose to continue their education on RCBC's Mount Laurel campus.

During Matriculation – Student Engagement and Involvement Outside the Classroom

In addition to direct support services, campus events complement classroom learning experiences. Off campus trips that are sponsored by faculty members in partnership with the Office of Student Life are also discussed in Chapter 3. Faculty members request trips that are related to their academic curriculum and develop learning outcomes for the students who participate. Learning outcomes are assessed through surveying the students at the conclusion of each trip. Examples of trip destinations include the Delaware Valley Intelligence Center and the Trenton State House, as well as trips to the Holocaust Museum and the Metropolitan Museum of Art. The Office of Student Life also partners with faculty members for on-campus programs like Food for Thought. Faculty members propose topics and present panel discussions, lectures, or interactive workshops to expose students to educational topics that are related to the academic curricula. Previous events include "The Psychology, Criminal Implications, and Historical Significance of 'Psycho;'" a philosophical discussion on the question, "Does Free Will Exist?" and "Free Speech vs. Hate Speech from Political, Criminal, and Educational Viewpoints."

In addition to cooperative events with faculty, student clubs and organizations allow students to practice and enhance existing skills learned in the classroom, as well as explore new skills and interests with their peers. In fall 2017, RCBC had 32 active, recognized clubs. Engagement with Student Life events and student organizations provide students connections to their peers, leadership opportunities, and formation of campus community. Periodically throughout the year, the RCBC student body is surveyed either following events, or in general student experience

surveys. These surveys include questions related to reactions to planned programs, desired activities, and if these opportunities for engagement are a good use of time outside the classroom.

Athletics also enhances the college experience. RCBC has seven intercollegiate teams: Men's and Women's Soccer, Men's and Women's Basketball, Baseball, Softball, and a co-ed Golf Team. Participation in RCBC's Athletics programs enhances students' team-working skills and increased awareness of time management. Members of athletic teams are monitored and evaluated for academic performance in recognition of the need to dedicate first and foremost to academic achievement. Student Athlete's academics are tracked via Instructor Progress Reports three times per semester.

After Matriculation

Both during and after successful completion of their certificate or Associate degree programs, Rowan College at Burlington County's Career Services Department uses a variety of methods to support students with internship, job, and career placement and exploration. The Career Services Department utilizes a database called Career Link that provides students and alumni access to employers' job postings that have been vetted by the department. These positions include job offerings both on and off campus and students need to have an approved resume in order to apply. In addition, events and workshops including resume writing, networking, and interviewing skills are available to students on campus, while off campus events such as Road Trip to the Real World bring students into the workplace to get a better view of employment opportunities and career pathways within their desired industry. The College focuses on career development, rather than just job placement, and utilizes employer information sessions on campus such as Lunch & Learn, Dress for Success and other employer recruiting sessions to educate students. The focus of the Career Services Department is to give students the tools to write a better cover letter and resume, interview stronger, clean up their social networking and further explore their chosen career fields.

Policies and Procedures

RCBC recognizes the trust placed in the College by its students, families, and community. In this vein, the College ensures the safe and secure maintenance of student information and records through adherence to the Family Educational Rights and Privacy Act (FERPA), also known as the Buckley Amendment, and the Records Retention requirements of the Division of Archives and Records Management (DARM), which governs records retention requirements in the State of New Jersey. The College discloses FERPA information to students annually as required by federal law through the College Catalog. This announcement includes the College's definition of directory information as well as describing the extent to which the college can disclose this information. The College allows for students to file a FERPA disclosure form which allows for release of information to a person or persons of the student's choosing. This form is available online and must be submitted by the student in person. Completion of this form allows students to specifically designate what information they would like shared from their records. The College also allows for students to prevent disclosure of directory information as described in the catalog.

In addition to the normal disclosures permitted by FERPA for general educational records, the Financial Aid office is permitted additional disclosures under the related exceptions for financial information including tax status of students and email addresses included on FAFSA forms. Rowan College at Burlington County's Student Accounts Office ensures FERPA compliance through an authorized user system, which allows approved third parties to make payments without viewing additional academic information. The College is in the process of transitioning from paper files to electronic files and is ensuring that all files are in compliance with all state and federal guidelines, as well as guidelines specific to discipline-specific accreditation standards.

RCBC recognizes that many members of the college community come into contact with student records though they may not be directly employed within the Office of the Registrar which is officially responsible for the protection of these records. The College has put a concerted effort into ensuring that staff and faculty are knowledgeable of and compliant with such requirements. RCBC regularly provides training on FERPA and related records issues. Such trainings include departmental trainings throughout the calendar year, training for Senior Staff to ensure that they are able to effectively lead their divisions, and faculty/staff training at Welcome Back sessions each fall. In addition, the College has acquired online training to support institutional knowledge of FERPA. This training is available on the intranet on demand. In spring 2018, RCBC surveyed both full-time and adjunct faculty for their knowledge of records retention issues related to the academic environment. Data suggests that faculty members provide significant protection for academic records within their purview and that faculty may actually be more protective of student records and information than is actually required.

Regarding fiscal requirements, the Office of Student Life, the Student Government Association (SGA), student clubs, and the Athletics Department are held to the same standards as all other college programs utilizing the same Purchasing Department, Accounts Payable, and budgeting processes as all other RCBC departments.

Periodic Assessment of Support of the Student Experience

Subsequent to the reorganization mentioned in the Introduction of this chapter, the newly organized Division of Enrollment Management and Student Success increased its focus on assessment of the student experience and implementation of a cycle of improvement. The Division as a whole identified seven broad division goals, all of which are derived from the College's 2020 Strategic Plan and then developed 2017 Enrollment Management Goals and Outcomes and 2017 Student Success Goals and Outcomes assessments Each department is responsible for the development of annual goals that are derived from these division goals and reflective of the strategic plan. These plans are developed within each department but also reflect collaboration across the division, as linkages between division work plans are sought during the planning phase. Each division establishes their goals during the fall term for the following calendar year. Monthly check-ins with directors ensure that goals remain on track or are appropriately updated as needed. End of the year reports, which are reviewed by both Deans and peers, reflect the results of the year's efforts as well as the manner in which these results will guide future planning. In addition, director/managers personal annual goals and those of each

staff member are expected to connect to these overall goals, ensuring that the division remains focused on coordinated efforts.

In addition to this goal planning, the division collects a wide variety of data to ensure that service delivery is reflective of a high level of customer service. Prior to fall 2017, the college utilized a homegrown check in system for student services. While it provided valuable information, it was neither as responsive to student needs as was required, nor able to provide the depth of data needed for decision making. In fall 2017, with the move of student services into the new Student Success Center, the college launched new technology to support the check in and triage of students. This technology allows for the collection of a wide variety of student visit data including the length of time of each service, as well as the length of time waiting, traffic patterns, and efficiency of staff. As a full year of data becomes available by the end of the add/drop period in fall 2018, the data will be utilized to predict the needs of various offices and support staffing decisions.

Conclusions, Strengths, and Opportunities for Improvement and Innovation

Conclusions

Table 4.1 Executive Summary

Section	Criteria Addressed
Before Matriculation – Application and Acceptance	Criterion 1a Requirement 10
Before Matriculation – Transfer of Credits	Criterion 2 Requirement 10
Before Matriculation – Developmental Placement and Support	Criterion 1b Requirement 10
During Matriculation – Orientation	Criterion 1c Requirement 10
During Matriculation – Academic Advising and Retention Programming	Criterion 1c Requirement 10
During Matriculation – Support for Student Success including Transfer Services	Criteria 1c, 1d Requirement 10
During Matriculation – Student Engagement and Involvement Outside the Classroom	Criterion 4 Requirement 10
After Matriculation	Criterion 1d Requirement 10
Policies and Procedures	Criteria 3, 4
Periodic Assessment of Support of the Student Experience	Criterion 6 Requirement 8

Criterion 5 is not applicable.

Rowan College at Burlington County meets the criteria for Standard for Accreditation IV and Requirements of Affiliation 8 and 10.

Strengths

6. Reorganization of the majority of student services into the Enrollment Management and Student Success (EMSS) division, which has resulted in a well-coordinated and more focused effort on the student experience before, during, and after matriculation.
7. Consolidation of student services into the new Student Success Center on the Mount Laurel campus.

Opportunities for Improvement and Innovation

5. Fully integrate Military Education and Veterans Services into the EMSS division following its November 2018 restructuring to improve services to students and knowledge base of staff.
6. Expand student advising to include transfer information, 3+1 potential, and use of technology to support successful transfer.
7. Improve and expand caseload models in advising, using successful models from EOF and NJ Stars and integrate caseload model into first year programming.
8. Increase use of social media to attract and retain students.

Table 4.2 Standard IV Work Group Members

Dr. Karen Archambault	**Dean, Enrollment Management**	**Work Group Co-Chair**
Tiffany Ruocco	**Assistant Professor, Computer Graphics**	**Work Group Co-Chair**
Jovina Bermudez	Director, Financial Aid	Group Member
Sarah Colona	Instructor, Communication Arts	Group Member
Adrienne Dahms	Assistant Director, Student Life	Group Member
Kathleen Devone	Distance Learning Coordinator	Group Member
Louvenia Harmon	Associate Professor, Academic Advisement	Group Member
Pamela Joseph	Radiography Program Director	Group Member
Donna Kaklamanos	Director, Student Support	Group Member
Jarrett Kealey	Director, Advising and Retention	Group Member
Jianene Meola	Assistant Professor, STEM	Group Member
John Miller	Director, Career Services	Group Member
Brian O'Neal	Student Representative	Group Member
Alexis Petti	Student Representative	Group Member
Terrence Sherlock	Assistant Professor, STEM	Group Member
Dr. Laura Stewart	Assistant Professor, STEM	Group Member
William Wend	Instructor, Liberal Arts	Group Member
Bernadette Wright	Associate Dean, Liberal Arts	Group Member

STANDARD V: EDUCATIONAL EFFECTIVENESS ASSESSMENT

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

REQUIREMENT 8	REQUIREMENT 9	REQUIREMENT 10
The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.	The institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality.	Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.

Introduction

A sound assessment program begins with clearly stated and appropriate goals at the institutional level that align with the College's mission. In creating its 2020 Strategic Plan, Rowan College at Burlington County embraced a model that is built on four pillars: access, affordability, quality and effectiveness, and student success. Each of the twelve institutional goals that inform the assessment process are associated with one of these pillars and every assessment is linked to an institutional goal.

Relative to these institutional goals, RCBC has goals for assessment, which are:

- Measure quality and effectiveness in educational design and delivery, and the broader educational experience.
- Create a sustainable college climate for assessing student learning and institutional effectiveness outcomes.
- Support and encourage flexible approaches to assessment.
- Use assessment results to improve teaching, learning, utilization of campus services and engagement in student life.

RCBC maintains a clear, systematic and sustainable process for planning, collecting, and assessing student learning outcomes; communicates both the process and the outcomes to internal and external constituents; and most importantly, utilizes the wealth of information collected in myriad ways to guide change that improves the student educational experience. Assessment of student learning is conducted at the program and course levels and institutional effectiveness assessment is focused on the units of the college with an emphasis on how they impact the student's total education experience.

Assessment of Student Learning Outcomes

Rowan College at Burlington County conducts student learning outcomes assessment for all programs offered by the College, including the General Education program, on a continual and sustainable basis. Results of assessment are used to improve the quality of educational programs and the services that support the educational experience, to provide validation to internal and external audiences, and to aid in achieving the College's mission and goals. These assessment processes are regularly reviewed to identify gaps and make improvements. In spring 2017, the Compliance, Assessment, and Research (CAR) department developed a more well-defined, systematic process to assess all student learning outcomes within a program on a four-year cycle. This four-year cycle was put into place in Academic Year 2017-2018.

The student learning assessment process begins with the creation of a curriculum map where all required courses in a program, including the general education courses, are linked to one or more of the Program Learning Outcomes (PLOs). Program Directors and Coordinators, with input from faculty, meet each spring with CAR's Compliance and Research Specialist to review their curriculum maps and ensure that all PLOs and required program courses are current. This meeting also gives Directors and Coordinators the opportunity to review their four-year plan.

Once the curriculum map and four-year plan have been reviewed, the Compliance and Research Specialist provides an Academic Assessment Plan Form, along with a link to the Standard Operating Procedures for Academic Assessments to each faculty member responsible for an assessment. The form consists of five sections that direct faculty through the assessment process:

- **Section A: Unit Information** includes the name of the program, which division the program is housed in, and the faculty member responsible for the particular assessment. This section also provides the linkage between the strategic goals of the college and the ongoing assessment process.

- **Section B: Outcomes** documents the PLO that is to be assessed, based on information provided by the four-year plan.
- **Section C: Assessment** requests that faculty choose two required program courses that best map to the PLO listed in section B, based on information provided by the curriculum map. The faculty member then creates a means of assessment for each of those courses. Assessments include, but are not limited to, embedded test questions, presentations, research papers, projects, and portfolios. This section also includes a criterion for success. While the minimum standard is 70% of participating students must complete the assignment with a passing grade of 70%, faculty are encouraged to develop a benchmark that challenges students to succeed beyond the minimum standard.
- **Section D: Results** records the results of the assessments. This section also provides an opportunity for a reflective summary. Faculty are encouraged to review the Writing a Meaningful Reflective Summary document in order to best reflect on what they learned from conducting the assessments.
- **Section E: Action Plan** provides an opportunity for faculty and their deans to discuss ways in which a course could be modified or revised to better address the PLO. In addition, the discussion should also include ways in which the assessment sheds light on budgetary needs such as supplies and equipment, textbooks, technology, and professional development opportunities.

When the criteria for success is not met, a formal improvement plan is developed, which includes specific goals and a timeline for implementation. Deans and Program Coordinators are encouraged to update the improvement plan in real time as changes are being made to close the assessment loop. These changes are then used to inform the next assessment of that PLO. Any goals that require budgetary expenditures are forwarded to the Institutional Effectiveness Committee to aid in institutional planning. At the end of the academic year, all assessments are documented in an Annual Academic Assessment Report. In addition, an Assessment Tracking Report is updated for each program, which allows all stakeholders to view the history of that program's assessment efforts.

RCBC assessed 53 academic programs and eight categories of General Education in Academic Year 2017-2018, which was consistent with preceding years. Examples of completed Academic Assessment Plans are included in the Documentation Roadmap for review.

While student learning outcomes assessment is focused primarily at the program level, Rowan College at Burlington County also takes a systematic approach to course level assessment. As Program Learning Outcomes (PLOs) are identified for annual assessment, faculty are asked to map corresponding Course Learning Outcomes (CLOs). This additional step will be added to the Academic Assessment Plan forms in Academic Year 2018-2019. In this way CLOs are directly linked to PLOs, which are ultimately linked to the Goals and Pillars of the College's Strategic Plan.

In addition, RCBC uses a course assessment process to monitor general education courses.

Mirroring the programmatic assessment process, these courses are mapped to the 13 categories of General Education. All categories are then assessed on a 4-year cycle using those mapped courses. Examples of completed General Education Assessment Plans are included in the Documentation Roadmap for review.

To build upon this assessment of general education courses, the General Education Committee decided to conduct a broader review of general education and is assessing writing across the curriculum in Academic Year 2018-2019. Using RCBC's written and oral communication goal to inform the process, the committee identified ten courses beyond College Composition 1 and 2 from all three divisions (Liberal Arts, STEM and Health Sciences) that have writing requirements. Papers are being collected and pairs of faculty who comprise the GE committee will read and rate them using a four-point scoring rubric, with 0 being No Proficiency and 3 being Proficient, that they developed for this assessment. Results will be tallied, analyzed, and a determination will be made regarding whether the benchmark for success "A minimum of 80% of the writing samples assessed in each category (Amount of Information, Communication, Sources and Language) will demonstrate a score of at least Acceptable (Score of 2)" was met. If the results of this initiative are determined to be a worthwhile investment of resources, similar assessments will be conducted for other general education goals in future years.

Implementation of the 3+1 pathway to a Rowan University baccalaureate degree provided another unique opportunity for Course Learning Outcomes Assessment. Regarding the new 3+1 300-level offerings, the College recognized the need to assess the outcomes of these courses to ensure that students were mastering the CLOs that are prescribed by Rowan University and that the courses possessed the appropriate level of academic rigor. These assessments, which include the same activities, criteria for success, and benchmarks for RCBC and Rowan University, were created collaboratively by colleagues from both institutions.

As outlined in the following table, RCBC students successfully met ten out of twelve of the aligned RCBC/RU course learning outcomes for 3+1 courses during the fall 2017 semester. For the two instances where the course outcomes were not met, RCBC's continuous improvement process will enable the implementation of a timely corrective action as a response to the measured outcomes.

Table 5.1 3+1 Course Assessment Results Fall 2017

Course	Title	Assessment and Criteria for Success	Outcome
BIO-202 BIO-204	General Biology III General Biology IV	Assessment: All students will at least maintain the performance level from the first student-developed paper in BIO-202	Criterion met: 93.3% of 15 total students maintained or improved their performance.

		(spring 2017) to the final student-developed paper in BIO-204 (fall 2017).	
MTH-280	Biometry	Assessment 1: At least 70% of students will earn 70% or above on a lab report involving the design, implementation, and analysis utilizing pulse, respiration, or both. Assessment 2: Ten embedded questions on the final exam. A minimum of 70% of students will correctly answer 7 out 0f 10 embedded questions on the final exam.	Criterion met: 100% of students scored at least 70% on the laboratory report. Criterion met: 80% of 15 total students scored at least 70% on the embedded final exam questions.
CRJ-310	Theories of Crime	Assessment: Student performance on a pre-test supplied by RU will be compared to performance on same embedded questions on the final exam. At least 90% of students will correctly answer 6 out of 9 embedded questions on the final exam.	Criterion met: 100% of students correctly answered at least 6 out of 9 embedded questions on the final exam.
CRJ-315	Drugs and Crime in America	Assessment: Student performance on a pre-test supplied by RU will be compared to performance on same embedded questions on the final exam. At least 90% of students will correctly answer 7 out of 10 embedded questions on the final exam.	Criterion met: 100% of students correctly answered at least 7 out of 10 embedded questions on the final exam.
CSE-114	Object Oriented Programming and Data Abstraction	Assessment 1: At least 80% of students will receive a grade of 80% or better on a computer assignment designing and implementing a solution to a problem involving collections and use of arrays. Assessment 2: A minimum of 80% of students will receive a grade of 80% or better on a computer assignment designing and implementing a solution to a problem involving abstraction and error handling.	Criterion met: 100% of students scored at least 80% on the computer assignment Criterion met: 100% of students scored at least 80% on the computer assignment
CSE-222	Advanced Programming Workshop I	Assessment 1: At least 80% of students will correctly decompose the requirements and implement an interactive solution. Assessment 2: At least 80% of students will correctly simplify the operations and implement an interactive solution.	Criterion Met: 88% of students correctly decomposed the requirements and implemented an interactive solution. Criterion not met: Only 63% of students correctly simplified the operations and implemented an interactive solution.

			Action Plan: Identify specific areas of weakness and expand instruction including more hands-on activities and examples for additional practice with difficult tasks.
NUR-302	Pathophysiology	Assessment: Student performance on a pre-test supplied by RU will be compared to performance on post-test questions, also supplied by RU. All students will increase their correct answers by at least one question.	Criterion not met: Only two out of five students were able to increase their correct answers by at least one question. Action Plan: Administer a longer pre/post-test, as both were only 3-4 questions long. Include the same questions in both the pre/post-tests, in order to make a more relevant comparison.
NUR-303	Pharmacology for Nursing	Assessment: Student performance on a pre-test supplied by RU will be compared to performance on post-test questions, also supplied by RU. All students will increase their correct answers by at least one question.	Criterion met: All students were able to increase their correct answers by at least one question.
PSY-106	Psychology of Scientific Thinking	Assessment 1: At least 70% of students will correctly answer at least 21 out of 30 multiple choice questions on the mid-term exam. Assessment 2: At least 70% of students will earn 7 out of 10 points on the final exam essay question comparing/contrasting science and pseudoscience.	Criterion met: 93.9% of students correctly answered at least 21 out of 30 multiple choice questions on the mid-term exam.

Academic Program Reviews

Building upon the College's robust assessment of Program Learning Outcomes and Course Learning Outcomes, RCBC's academic program review process serves as a mechanism to ascertain the strengths and challenges of the College's Associate degree programs and select certificate offerings. Key to this initiative is the added component of feedback from an external consultant who provides an objective opinion as to how to improve the program under review. RCBC reviews each academic program on an eight year cycle. Each spring the Compliance and Research Specialist consults with the division deans to confirm the scheduled reviews for the following year and then notifies the Program Coordinators that their programs will be undergoing program review. This notification includes a Faculty Questionnaire for the Coordinator to complete that requests information about the program including use of technology, number of faculty, student and/or faculty honors, and short-term and long-term goals. The Coordinator is also responsible for collecting the curriculum vitae for all full-time and adjunct faculty associated with the program, along with a sample syllabus for each required program course. The Compliance and Research Specialist gathers program information such as enrollment, retention, and graduation data; local and national employment trends; and outcomes and assessment reports. The Coordinator and Compliance and Research Specialist meet to review this data along with the Curriculum Map for the program and all Course Learning Outcomes.

The Compliance and Research Specialist then undergoes a rigorous process of interviewing and hiring a qualified consultant who will review the program review report and visit the RCBC campus. During this visit the consultant has the opportunity to meet with the Program Coordinator, Deans, faculty, students, and other members of the college community. Approximately two weeks after the site visit, the consultant sends a professional report outlining the strengths and challenges of the program, as well as any recommendations for program improvement. The consultant's recommendations are recorded on a Program Review Matrix and the Compliance and Research Specialist discusses these recommendations with the Program Coordinator and Dean to determine whether or not the recommendations are appropriate and viable for the program. Approved recommendations that do not require additional funding are implemented and those that have budgetary requirements are moved forward to the Institutional Effectiveness Committee for review. Deans and Coordinators are encouraged to update the matrix in real time to close the assessment loop.

RCBC conducted six program reviews in Academic Year 2017-18. The following example of the Psychology Program Review outlines the process from initial planning through the implementation of recommendations. Planning for the program review began in spring 2017, when the Compliance and Research Specialist confirmed with the Liberal Arts Dean that the Psychology Program was slated for review during Academic Year 2017-2018. The Coordinator was notified and asked to complete the Faculty Questionnaire. Information from the questionnaire and data research were compiled into the Psychology Program Review Report, which was sent to the external consultant for review. The site visit occurred on November 1, 2017. The consultant was presented with a full agenda that began with a welcome by the Associate Provost, followed by meetings with Deans and Directors representing Enrollment Management, Financial Aid, Advising and Retention, Student Support, Testing and Tutoring, Distance

Learning, Library, Career Services and Transfer. The consultant met with Psychology students, including some who are currently enrolled in the Psychology 3+1 program, and faculty over lunch, which she said was the highlight of her day.

The consultant submitted her final report with recommendations in mid-November. The follow-up discussion of the consultant's recommendations with the Program Coordinator and Dean took place on November 30th: The consultant's recommendation to revise the Program Learning Outcomes to align with APA guidelines occurred immediately. A recommendation with budgetary implications, hiring an additional full-time faculty member to support the growing 3+1 program, was moved forward to the Institutional Effectiveness Committee.

Additional examples of changes that were implemented as a direct result of program review recommendations include ESL course changes that came about after a program review that was held in October of 2016. The consultant proposed a recommendation to rename the speech courses Speaking and Listening. This change more accurately reflects the oral and aural skills that develop simultaneously in English language learning. This recommendation was approved by Rowan College at Burlington County's Instructional Affairs Council (IAC) at their October 2017 meeting. Another example occurred when the English program curriculum was updated after the program underwent review in February 2017. The review resulted in a recommendation to allow students to substitute the elective LIT 203: Masterpieces of World Literature I for the required American or British Literature II courses to offer interested students a more global perspective in literature. The curriculum change was approved by the IAC in November 2017.

It is important to note that for those programs at RCBC that are nationally-accredited, RCBC follows the guidelines provided by the accrediting agencies. Each accredited program is evaluated internally and externally by the accrediting body based on the requirements of the accrediting agency.

Assessment of Institutional Effectiveness and Operational Program Reviews

Besides having a robust academic assessment program, Rowan College at Burlington County conducts Institutional Effectiveness Assessment for all units on an annual basis. Institutional Effectiveness Assessment Plans follow the same process as Academic Assessment Plans. The Institutional Effectiveness Assessment process begins with a Unit Goal that is linked to a Strategic Pillar, Strategic Goal, and Strategic Objective in the College's 2020 Strategic Plan. A Means of Assessment and Criteria for Success are identified, data is collected, the assessment results are reviewed, and a reflective summary is created. The final step is an Action Plan, where findings are used for institutional improvement.

Similar to academic program reviews, Rowan College at Burlington County conducted its first Operational Program Review in fall 2017 and used the Workforce Development Institute's Business Engagement Unit and Education Program and Grant Development Unit to pilot this new initiative. Table 5.2 identifies the elements that comprise the Operational Program Review:

Table 5.2 Operational Program Review Elements

Unit Mission Statement	Executive Summary of Program
Organization and Leadership	Human Resources
Program Quality Assurance	Assessment
Ethics	Diversity, Equity, and Access
Internal and External Relations	Financial Resources/Budget/Net Profits
College Resources	Future Initiatives
Evidence and Exhibits	

In its initial phases, the units involved identified their mission and goals and then responded to a robust questionnaire which was used to complete the Operational Program Review Report that was provided to the external consultant. A consultant who was familiar with the work of the institutional units being reviewed was hired and he visited the campus on December 1, 2017. While on campus he interviewed 10 key staff members for additional information and further evaluation of their respective unit's policies and procedures. He submitted his completed report, which he titled Peer To Peer Evaluation, on December 17, 2017 identifying strengths of the units and making recommendations for future actions.

Similar to Academic Program Reviews, follow-up meetings were held with leaders of the Workforce Development Institute, Business Engagement, and Educational Program and Grant Development during spring 2018. The units prioritized the list of recommendations, identified costs associated with implementation, and are currently exploring investing in a CRM system for registering students into the RCBC Colleague database.

Surveys and Benchmarking Studies

During Academic Year 2017-2018, the Compliance, Assessment, and Research (CAR) department successfully completed a pilot Annual Outcomes Report using the internal assessment

tools that were previously discussed in concert with external surveys and benchmarking studies to improve curriculum design and delivery and review and revise academic programs and support services. The analysis included evaluating internal data and making comparisons to the Noel-Levitz Student Satisfaction Inventory (SSI) and the Community College Survey of Student Engagement (CCSSE) results with the goal of improving educational effectiveness.

The Noel-Levitz Student Satisfaction Survey is conducted biannually and data from the online administration in fall 2016 with 1,264 respondents was used to explore the area of Instructional Effectiveness, which did score higher than the national average, but also offered opportunities to improve educational effectiveness.

Table 5.3 Noel-Levitz Institutional Effectiveness Results

Benchmarks	RCBC Scores			National Score			2016 Difference (RCBC-National)
	2014 Score	2016 Score	Difference	2014 Score	2016 Score	Difference	
Instructional Effectiveness	5.46	5.62	0.16	5.51	5.58	0.07	0.04

Three questions within the category of Instructional Effectiveness scored in RCBC's Top 5 most statistically significant strengths.

Table 5.4 Noel-Levitz Institutional Effectiveness Results Item Analysis - Rated High

Item Number	Survey Item	RCBC 2016	Importance (quintile)	Performance Gap
66	Program requirements are clear and reasonable.	5.75	6.47(5)	0.72
70	I am able to experience intellectual growth here.	5.97	6.49(5)	0.52
69	There is a good variety of courses provided on this campus.	5.96	6.47(5)	0.51

However, although RCBC scored higher than the national average in the area of Instructional Effectiveness, three questions within this area scored particularly low.

Table 5.5 Noel-Levitz Institutional Effectiveness Results Item Analysis - Rated Low

Item Number	Survey Item	RCBC 2016	Importance (quintile)	Performance Gap
18	The quality of instruction I receive in most of my classes is excellent.	5.67	6.58(5)	-0.91

| 46 | Faculty provide timely feedback about student progress. | 5.41 | 6.41(5) | -1.0 |
| 65 | Students are notified early in the term if they are doing poorly in class. | 5.01 | 6.37(4) | -1.36 |

Examples of efforts directed towards improving Item Number 18 included the following: (a) using the Pearson Mastering Program for all anatomy and physiology courses to promote consistency in experiments, homework, and tests; (b) having full-time instructors commit to working with adjuncts to standardize information such as tests and lab manuals within individual programs; and (c) encouraging Program Coordinators to schedule Faculty Learning Communities with their adjuncts at least once a year to discuss information such as classroom management, course content and delivery, and testing procedures. In addition, the Faculty Excellence Coordinator identified and scheduled professional development activities with a focus on improving instructional quality.

2017 marked the first administration of the refreshed Community College Survey of Student Engagement (*CCSSE).* As a result, *CCSSE* 2017 utilized a single-year cohort (2017 *CCSSE* participant colleges only) in all of its data analyses, including the computation of benchmark scores. The 2017 CCSSE Cohort represents 297 community colleges in 40 states and one Canadian province. RCBC, along with 62 other participating community colleges, is considered a large (8,000-14,999) institution. RCBC administered the survey to students in a sampling of 79 courses across the three academic divisions. CCSSE identifies five benchmarks that denote areas that research has shown to have a considerable impact on educational effectiveness. These benchmarks include the following: Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners. Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents.

Table 5.6 CCSSE Benchmarks that Contribute to Educational Effectiveness

Benchmarks	RCBC Scores			NJ Scores		Large Colleges		CCSSE Cohort	
	2015 Score	2017 Score	Difference	2017 Score	Difference (RCBC-NJ)	2017 Score	Difference (RCBC-LC)	2017 Score	Difference (RCBC-CC)
Active and Collaborative Learning	43	47.7	4.7	48.8	-1.1	49.4	-1.7	50	-2.3
Student Effort	41.9	42.3	0.4	48.4	-6.1	49.9	-7.6	50	-7.7
Academic Challenge	47.7	48.5	0.8	49.6	-1.1	49.5	-1.0	50	-1.5

Student-Faculty Interaction	46.1	47.9	1.8	48.6	-0.7	48.8	-0.9	50	-2.1
Support to Learners	39.7	45.3	5.6	47.4	-2.1	49	-3.7	50	-4.7

NJCC 2017 Cohort includes Passaic, Raritan Valley, and Gloucester

The difference between the 2015 and 2017 scores shows that the institution has been successful in making strides toward increasing quality and effectiveness in educational design and delivery. However, RCBC still ranks below the three peer comparison groups. The largest gap exists in the effort students report making as compared to student effort throughout participating NJ colleges, the large colleges within the cohort, and the overall CCSSE cohort. In its effort to understand this phenomenon, the College discovered that while RCBC students are on par with students from the peer comparison groups in regard to integrating ideas and information from various sources into their papers, they are also on average 12.8% less likely to prepare multiple drafts of a paper or assignment before turning it in. In response to these challenges, the academic divisions have developed several initiatives to improve student effort at preparing multiple drafts. Because rough drafts are a key component in a variety of professional fields, more instructors are requiring them. For example, graphic design students must have their rough drafts approved by the client (instructor) before turning in a final copy, and that rough draft does receive a separate grade. Upper level biology students are required to submit a rough draft of their research papers to both the instructor and to fellow classmates for peer review before the final paper is due, and these drafts are part of the final grade.

Also contributing to this gap, RCBC students are on average 12.9% less likely to use academic services such as tutoring compared to students from the peer comparison groups; therefore, making students aware of the academic support services at their disposal is very important and the College is making a concerted effort to be more intentional in informing students about availability and encouraging usage. As examples, the Nursing Program has a success manager who reviews all test grades and contacts students who score below the minimum requirement to invite them to weekly review sessions. The Biology program has introduced Anatomy Academy, which meets for 10 two-hour sessions each semester. These sessions are available to both face-to-face and online students. The Tutoring Center has increased the number of workshops throughout the year that are advertised to both students and faculty. It also partners with EOF, Academic Advising, Admissions, Athletics, Financial Aid, the academic divisions, Student Support, and Student Life throughout the semester to connect with targeted populations in an effort to reach students before academic issues occur.

In previous years, RCBC also administered the Survey of Entering Student Engagement (SENSE). A determination was made that the data gathered from SENSE was not as useful and meaningful as its partner survey, CCSSE, and with an eye on fiscal restraint, the decision was made to discontinue administration of SENSE. The College also determined that benchmarking

results from participation in the Consortium for Student Retention Data Exchange (CSRDE) provided minimal useful data. In spring 2019 Rowan College of Burlington County will begin participation in the Voluntary Framework of Accountability (VFA) with the expectation that the benchmarking data received regarding RCBC's comparison to other community colleges and the Workforce Development Institute's non-credit training will be relevant and useful.

Use of Assessment Results

In the preceding narrative, Rowan College at Burlington County demonstrated its diligence in and commitment to using results from student learning outcomes assessment, academic program reviews, institutional effectiveness assessment, operational program reviews, and external surveys and benchmarking studies to improve educational effectiveness. Table 5.7 provides additional evidence.

Table 5.7 Use of Assessment Results

Division or Department	Date	Use(s)	Assessment Source	Activities or Initiatives
Student Success Division	2016	Review and revise academic programs and support services	A NACADA (National Academic Advising Association) Consultant visited the College, reviewed the program and prepared a written report	Based upon the recommendations in the report, various changes were made within the advising department, including the development of a strategic plan that included an advisor assessment; the creation of an academic advising planning template; a formal professional development plan for advisors; and the procurement and use of various advising technology.
Student Success Division	2017	Assist students in improving their learning	Noel-Levitz Student Satisfaction Survey fall 2016	A new position, Retention Advisor, was created to assist in bringing increased academic services, with a focus on student centeredness, to at-risk students.
Student Success Division	2017	Assist students in improving their learning; improve key indicators of student success, such as retention, graduation,	Academic Advising Department's 2017 Institutional Effectiveness Plan	The Academic Contract for Excellence (ACE) program, implemented by the Retention Advisor, provided a last chance for students traditionally dismissed by

		transfer, and placement rates		RCBC due to academic performance to self-select a remediation opportunity that includes study skills, time management techniques, and planning skills in a supportive environment in order to eventually move above a 2.0 GPA and successfully complete their Associate degree. 92% of participants completed all program requirements; 72% successfully moved on to the spring 2018 semester, and only 28% were dismissed for failure to meet the established benchmark semester GPA of 2.0 or higher.
Office of Distance Education	April and May, 2017	Improve pedagogy and curriculum	Faculty Survey	Using the feedback received from this survey (n=60), the Office of Distance Education created two fully online tutorials, one on using Blackboard Collaborate for real-time interaction and the other on using Microsoft Mix to create interactive PowerPoint presentations.
Office of Distance Education	Academic Year 2016-2017	Plan, conduct, and support a range of professional development activities	Faculty needs identified by Faculty Excellence Coordinator	Based upon professional development needs identified by the Faculty Excellence Coordinator, the Office of Distance Education developed and offered training sessions to assist full-time and adjunct faculty with integrating Blackboard into their classes. These include basic navigation through a typical course shell, mastering the grade center, development and implementation of rubrics, and setting up assignments and quizzes. Tips on navigating through and working within Blackboard are provided continually throughout the academic year.

STEM – Mathematics and Biology Departments Liberal Arts – Psychology and Sociology Departments	Academic Years 2016-2017 and 2017-2018	Assist students in improving their learning; improve pedagogy and curriculum; and plan, support, and conduct a range of professional development activities	CCSSE fall 2016	STEM and Liberal Arts faculty received training from textbook publishers in curriculum support materials. The integration of the ALEKS training program has increased the effectiveness of teaching in mathematics as well as enhanced the success of students at the college. Biology faculty received training for curriculum support from Pearson, including MyLab and Mastering Biology. McGraw Hill trained Liberal Arts full-time and adjunct faculty to use McGraw-Hill Connect, which provides online access to classroom assignments and test creation.
Developmental Studies – English and Mathematics Departments	fall 2017	Assist students in improving their learning; improve pedagogy and curriculum; improve key indicators of student success, such as retention, graduation, transfer, and placement rates; and plan, conduct, and support a range of professional development activities	Student Learning Outcomes Assessments	RCBC rolled out its Accelerated Math and Learning Programs (ALP and AMP) for students whose English and/or Math placement test results identified the need for developmental coursework. The programs are designed to accelerate student learning while improving retention. An external consultant was brought in to guide implementation and data is being collected regarding results. ALP composition coordinators maintain a wealth of information in a shared drive where instructors can share resources and best practices and network for tips and inspiration.
Liberal Arts, STEM, and Health Sciences Divisions	Ongoing	Improve pedagogy and curriculum; plan, conduct, and support a range of professional development activities	Feedback from New Adjunct Orientation, the Adjunct Institute, and Faculty Learning Communities	Adjunct faculty are invited to New Adjunct Orientation and the Adjunct Institute, which provide opportunities to learn about their expectations, best practices, and meet with representatives from the

administration and full-time faculty. Throughout the year, academic departments host Faculty Learning Communities to strengthen the professional bonds that exist between full-time and adjunct faculty and facilitate distribution of valuable information regarding educational recommendations and college policies. Using feedback from adjunct faculty, these activities are continually revised, and one specific example is the hands-on introductory and advanced Blackboard training that was added to the Adjunct Institute.

| Liberal Arts, STEM, and Health Sciences Divisions | Ongoing | Improve pedagogy and curriculum; implement other processes and procedures designed to improve educational programs and services | Adjunct Faculty Evaluation Process | New adjunct faculty hires are observed during their first semester by the Division Dean, Associate Dean, Department Chair, or Program Coordinator using the Adjunct Faculty Observation. To fulfill the requirement for observation of online courses, the Office of Distance Education provides access to observers conducting the assessment for specified periods of time. Classroom observation evaluations are connected with IOTA MyClassEvaluation student evaluation scores to obtain a holistic view of the adjunct's teaching effectiveness. As needed, Deans may institute a remediation plan. |
| Liberal Arts Division | 2017 | Improve key indicators of student success, such as retention, graduation, transfer, and placement rates | Review of Academic Program Graduation and Transfer Rates | RCBC's Liberal Arts division reviewed program graduation and transfer rates for students in the 2014 First-time/Full-time cohort. Of the 26 Liberal Arts degree programs, half (50%) had combined Graduation/Transfer rates of 50% or higher, which was the |

				goal set by the division. This information provided opportunities for intradepartmental discussions to help the division better serve its students and informed larger conversations about program viability.
Health Sciences Division – Dental Hygiene	2015	Assist students in improving their learning; improve key indicators of student success, such as retention, graduation, transfer, and placement rates	2014-2015 Institutional Effectiveness Plan	The Director of Dental Hygiene provided sufficient instructors and materials to adequately supervise and mentor students during their delivery of patient care services. This clinical experience prepares students for employment as Registered Dental Hygienists. 22 out of 22 (100%) Dental Hygiene students passed the regional licensing exam administered by the North East Regional Board of Dental Examiners (NERB) on their first attempt.

Another way in which Rowan College at Burlington County uses assessment results is to explore opportunities for enrollment growth with special populations. As state and county contributions have remained flat or declined in recent years, the College has become more dependent upon tuition revenue to sustain its operating budget, thus identifying the need to be proactive in growing recruitment of special populations, including dual enrollment high school students; military and family members stationed at Joint Base MDL; and business engagement customized training.

Regarding the dual enrollment College Acceleration Program (CAP), the College has been very intentional in its efforts to implement processes focused on two primary goals. The first goal was to ensure that the learning outcomes in the high school courses are equivalent to RCBC Course Learning Outcomes (CLO's) for which credit is being awarded. The second is to determine that there is a sufficient level of academic rigor in the high school courses. During Academic Year 2016-2017, RCBC began its review of CAP courses beginning with the College Board's Advanced Placement (AP) courses. By spring 2017, all AP courses were reviewed by RCBC faculty, and equivalencies for AP courses at all schools were determined. Memorandums of Understandings (MOUs) for 2017-18 for all partners were updated to reflect these changes. How to assess academic rigor with non-AP level courses is now being discussed and will be the next phase of review.

A task force including representatives from Lenape Regional, Moorestown, Delran, Northern Burlington Regional, and Rancocas Valley High Schools and RCBC was created and met throughout spring 2018 with the goal of developing and implementing a meaningful and purposeful process for assessment of CAP courses. The task force agreed that assessment in the high schools will trail the campus-based assessment. In other words, assessment that is done on the RCBC campus in 2017-2018 will be repeated in equivalent CAP courses in the high schools for the 2018-2019 academic year. Currently, there is a plan in place to launch a pilot assessment of two high school CAP courses during spring 2019 since CAP courses run for the full academic year at the high schools and will not end until June.

Another special population, Military Education and Veterans Services (MEVS), recorded a goal in their 2017 Institutional Effectiveness Plan to increase website traffic by 20%, thereby resulting in an increase in student registrations for courses offered at Joint Base MDL. To achieve this goal, the department updated content and consolidated MEVS web pages. Data is being collected to determine if desired results were achieved.

In their 2017 Institutional Effectiveness Plan, Business Engagement, part of the Workforce Development Institute, sought to increase customized training and educational programs by 5%. To achieve this goal, they contacted businesses that had been disengaged for more than two years; prepared tuition partnership summary sheets and tuition partnership process plans; and conducted business needs assessment. They exceeded their goal by implementing eight new training and education programs that lead to industry recognized credentials and employment; creating 44 new job placement partnerships; adding 18 new business partners for participation in experiential learning including internships, job shadowing, facility tours, lunch and learns, and classroom presentations; and developing four new training partnerships.

Communication of Assessment Results

Communicating assessment results to internal and external stakeholders adds meaning and value to the resources committed to the assessment process. The Annual Assessment Report detailing that academic year's PLO and CLO results is posted on the intranet for faculty and staff, is provided to the Board of Trustees, and is available to the public at large through the Institutional Assessment page on the College's website at http://www.rcbc.edu/institutional-assessment. The same is true for the Institutional Effectiveness Assessment Report. The Annual Outcomes Report was shared with senior leadership in spring 2018 and then with the entire College community at Welcome Back activities in August. Results of program and unit reviews and any required improvement plans are communicated internally to the Provost, Division Deans and faculty.

While these initiatives would seem to effectively communicate assessment results, the majority of stakeholders were limiting their review to outcomes specifically related to their areas of interest. Moving forward, the Compliance, Assessment, and Research (CAR) department is partnering with Marketing and Communications to disseminate assessment results and build a stronger knowledge base of how assessment informs professional practice throughout the College. The initial vehicle will be the College's bi-monthly electronic publication, *RCBC Briefly*.

Closing the Loop

Despite all of these robust, impressive, and sustained assessment efforts by the College, something was missing. In December 2017, after attending the Middle States Commission on Higher Education's annual conference, eight representatives of the College met to reflect upon what they learned and found most valuable. Clearly at the top of everyone's list was the challenge of prioritizing and budgeting resources at the institutional level based upon assessment results. At Rowan College at Burlington County, every Vice President, Dean, and Director requests funds in their individual budgets for new initiatives tied to assessment results, but with limited resources college-wide, few received funding. The decision was made to create an Institutional Effectiveness Committee with representatives from all four divisions of the College: Academic (Provost's Office), Enrollment Management and Student Success; Operational and Administrative Offices, and Workforce Development. This new committee would be charged with meeting to review the assessment results of student learning and institutional effectiveness assessment reports and academic and operational program reviews with budgetary requirements and make a unified recommendation directly to the College President of the top College-wide initiatives that were deemed worthy of funding. This conceptualization of the Institutional Effectiveness Committee was presented at a Senior Leadership meeting and received unanimous approval.

The newly formed Institutional Effectiveness Committee met for the first time in spring 2018 and reviewed 14 recommendations that were brought forward from assessment activities that had budgetary requirements. Of the 14 requests, the Committee members voted for the top five, which were forwarded to the College President for consideration in the FY 2019 budget. The submission was too late for the FY 2019 budget, but the recommendation has been moved forward to FY 2020 budget discussions.

Periodic Assessment of Educational Effectiveness Assessment

While assessment activities are conducted by constituents throughout the College, responsibility for the assessment process rests with the Compliance, Assessment, and Research (CAR) department. In addition to conducting training regarding both student learning outcomes and institutional effectiveness assessment, the CAR team serves as the primary resource for the

College community as stakeholders create their annual assessment plans, conduct their assessments, collect and analyze the data, and prepare their reflective summaries and action plans. Within the CAR team, assessment processes and related topics are regularly discussed at biweekly meetings and annually upon completion of the Annual Assessment and Institutional Effectiveness reports.

An Assess the Assessment initiative that would have faculty develop a rubric and participate in a review of the Student Learning Outcomes Assessment documentation was created and is awaiting funding. It is one of the five top priorities that the Institutional Effectiveness Committee forwarded to the College President last spring. If FY 2020 funds are not available to compensate faculty for their participation in this initiative, then informal peer-to-peer conversations and critiques will be planned. A similar initiative involving staff is being developed to review Institutional Effectiveness Plans.

Conclusions, Strengths, and Opportunities for Improvement and Innovation

Conclusions

Table 5.8   Executive Summary

Section	Criteria Addressed
Assessment of Student Learning Outcomes	Criteria 1, 2a, 2b, 2c, 3a, 3b, 3c, 3e Requirements 8, 9, 10
Academic Program Reviews	Criteria 1, 2a, 2b, 2c, 3a, 3b, 3c, 3e Requirements 8, 9, 10
Assessment of Institutional Effectiveness and Operational Program Reviews	Criterion 3c Requirements 8, 10
Surveys and Benchmarking Studies	Criteria 3a, 3b, 3c Requirement 8
Use of Assessment Results	Criteria 3a, 3b, c, 3d, 3g, 3h Requirement 10
Communication of Assessment Results	Criteria 2c, 3f Requirement 8
Closing the Loop	Criterion 3e Requirement 10
Periodic Assessment of Educational Effectiveness Assessment	Criteria 5

Criterion 4 is not applicable.

Rowan College at Burlington County meets the criteria for Standard for Accreditation V and Requirements of Affiliation 8, 9, and 10.

Strengths

8. Rowan College at Burlington County's robust, well-established and sustained processes for Student Learning Outcomes assessment, Institutional Effectiveness Assessment, and Academic and Operational Program Reviews ensure that assessment and the cycle of continuous improvement are integral parts of the College's culture.

Opportunities for Improvement and Innovation

9. Expand the pilot of Operational Program Reviews to units throughout the college.
10. Identify next steps for implementing a formalized "Assess the Assessment" process to review both Student Learning and Institutional Effectiveness assessment plans.

Table 5.9 Standard V Work Group Members

Dr. Edem Tetteh	**Dean, STEM**	**Work Group Co-Chair**
Dr. Erika Baldt	**Associate Professor, English**	**Work Group Co-Chair**
Brent Franklin	Instructor, Philosophy	Group Member
Erica Franklin	Service Learning Coordinator	Group Member
Christopher Gazzara	Assistant Professor, Communication Arts	Group Member
Lara Glazer	Adjunct Coordinator, Liberal Arts	Group Member
Katherine Gonzalez	Retention Advisor	Group Member
Dr. Elizabeth Lavertu	Assistant Professor, Psychology	Group Member
Priti Mihalik	Instructor, Mathematics	Group Member
Allison Millward	Instructor, History	Group Member
Amanda Mitchell	Instructor, Nursing	Group Member
Joseph Rizzo	Instructor, Criminal Justice	Group Member
Christopher Simber	Instructor, Computer Science	Group Member
Lanzhen Tian	Library Reference Information Specialist	Group Member
Anne Tokazewski	Instructor, Biology/Biotechnology	Group Member
Paul Warner	Instructor, Information Assurance and Cybersecurity	Group Member
Syreeta Washington	Instructor, Psychology	Group Member
Marc Zamkotowicz	Assistant Professor, Geospatial Technology, Geoscience	Group Member

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.

REQUIREMENT 8	REQUIREMENT 10	REQUIREMENT 11
The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.	Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.	The institution has documented financial resources, funding base, and plans for financial development, including those from any related entities (including without limitation systems, religious sponsorship, and corporate ownership) adequate to support its educational purposes and programs and to ensure financial stability. The institution demonstrates a record of responsible fiscal management, has a prepared budget for the current year, and undergoes an external financial audit on an annual basis.

Introduction

Rowan College at Burlington County (RCBC) has adopted the mission to transform lives by delivering innovative, high-quality and affordable educational experiences in an accessible and diverse environment. In order to achieve this mission, RCBC has implemented processes and procedures to ensure the optimum use of its resources. Through a strategic approach that includes innovative programming, effective management of resources, and critical partnerships, the College is able to optimally utilize available resources to consistently meet its mission and goals. Institutional effectiveness processes are assessed to determine the extent to which the College meets the most important measures of success. These processes also include a mechanism for continuous improvement and provide the flexibility necessary to help ensure that RCBC can respond to both opportunities and challenges timely and appropriately.

Institutional Planning

The development of RCBC's resource landscape begins with a comprehensive planning process. With its increased reliance on a larger percentage of tuition and fee revenue for operations, RCBC has made the accurate projection of future enrollments central to its resource planning process. After three semesters of enrollment growth in spring 2017, fall 2017 and spring 2018,

enrollment growth appears to have stalled and the College is projecting, and budgeting for, steady or slightly declining enrollments for fall 2019 and fall 2020 as seen in Table 6.1. It should be noted that fall semester enrollment has historically been predictive of spring semester enrollment with a high degree of repeatability.

Table 6.1 Fall Semester Enrollment Projections

	Fall 2018	Fall 2019		Fall 2020	
Total/Range Enrollments	8,890*	8,801	8,979	8,801	8,979
Average Enrollments		8,890		8,890	
% Target Range		-1.0	1.0	-1.0	1.0

*Actual Fall 2018 Enrollment

In order to positively impact enrollments, RCBC maintains a strong focus on several strategic initiatives including those outlined in Table 6.2. These initiatives are expected to have a positive impact on the financial stability of the College into the future.

Table 6.2 Strategic Initiatives Expected to Positively Impact Enrollments

Initiative	Description
Expand 3+1 Program Offerings	The 3+1 programs have had a significant impact on the number of students who remain at RCBC for a third year of study. The 3+1 program currently has over 1,100 students enrolled.
Strengthen Health Science Programs through strategic partnership with Virtua Health	RCBC has strengthened its partnership with Virtua Health by offering improved Paramedic Science and Emergency Medical Technician programs, and also by entering into an agreement for Health Sciences programs' clinical placements.
Increase persistence through Student Success initiatives.	Student Success continues to implement business process and customer service improvements to support the persistence of RCBC's students.
Strengthen opportunities for high school students to earn college credit	RCBC regularly pursues dual admission opportunities for high school students and consistently strives to deliver effective messages to high school students and their parents regarding the educational pathways to a college degree.
Expand marketing efforts	RCBC continues to create targeted and effective marketing messages related to the high value of students pursuing higher education attainment including 3+1 programs.
Expand WDI impact on recruitment of partner employees for credit pursuits	The Workforce Development Institute's efforts involve corporate and professional training as well as emerging partnerships where RCBC will be the sole-source provider of higher education for large corporations.
Modernize the Mount Laurel Campus	The modernized Mount Laurel campus now houses a state-of-the-art Student Success Center, Health Sciences building, and upgraded STEM and Liberal Arts division offices and facilities.

Another key element of the planning process is the RCBC Program Viability Process, which was first conducted in AY 2016-2017. Through this process, quantitative and qualitative data are collected and analyzed in a program analysis spreadsheet, which includes enrollment statistics,

graduation rates, fall-to-fall retention rates, number of courses offered, whether courses are part of the general education course requirements, employment trends, median annual wages, labor costs, and recommendations made by external program reviewers as part of the college's student learning assessment activities. During Academic Year 2016-2017, all Associate of Arts (AA), Associate of Science (AS), and Associate of Applied Arts (AAS) degree programs were reviewed and 48 programs were deemed viable, 11 were put on review for AY 2017-2018, and 13 were recommended for discontinuation.

The RCBC Program Viability effort in AY 2017-2018 focused on assessing the status of the 11 Associate degree programs that were put on review the previous year, and also examined the College's Certificate programs. Regarding the 11 programs on review, one was identified for discontinuation; the other ten are making progress towards viability. RCBC's Certificate programs are primarily subsets of degree programs, so the decision was made to only discontinue one, which had no students enrolled and had not had any student interest in years. In the future, the College will use Academic Program Reviews, which are explained in Chapter 5, as a catalyst for determining viability. As a pilot during the past year, six programs were reviewed, and all were deemed viable.

Building upon the information gathered in Program Viability, during fall 2018, RCBC partnered with Emsi to conduct an economic impact analysis. While there may be opportunities to use some of this data to inform institutional planning, the next step, Emsi's Program Demand Gap Analysis (PDGA) will clearly benefit the College's program viability review efforts. The focus of the PDGA is to answer the question "Do your programs align with regional demand?" By incorporating Emsi's PDGA data into the current RCBC program viability process, it is expected that the College will have additional information to identify strengths and weaknesses that can lead to new program opportunities, validate successful programs, and identify at-risk programs.

An additional tool for effective planning shows that RCBC is focused on strengthening instructional capacity by creating an optimized academic class schedule for the Mount Laurel campus that accommodates student demand while efficiently utilizing the existing infrastructure. As a pilot, hybrid courses, which have face-to-face and online components, were added to the schedule in fall 2018 and will be expanded in spring 2019.

Institutional and Unit Goals and Objectives

Key to informing the College's planning process are the 12 institutional goals that are outlined in the 2020 Strategic Plan and built upon four pillars: Access, Affordability, Quality and Effectiveness, and Student Success. These goals, which are fully described in Chapter 1, are well-aligned with RCBC's overall mission. In order to monitor progress regarding these institutional goals, the College created a Strategic Plan Implementation Matrix that includes each pillar, its goals, objectives, action plan, responsible party, timeframe, budget and status/progress of each initiative. For example, looking at the Affordability pillar's second goal, which is "Develop and nurture significant partnerships for cost-effective academic and employment pathways," Objective II, "Leverage shared services and private partnership opportunities with Rowan University, Burlington County and other related institutions and businesses to maximize resources and cost efficiency, which will strengthen the college's instructional capacity

according to best practices of the sector," two action plans were completed. The Vice President of Workforce Development entered into a shared services agreement with the County of Burlington in FY 2017 and then expanded the agreement in FY 2018. The responsible party for the second example is the Executive Director of Financial Services and the action involved a shared services agreement with Rowan University when purchasing furniture for the Mount Laurel campus transformation project, which saved RCBC thousands of dollars. This internal working document is continually updated and accessible through a shared drive. In addition, progress made on achieving the 2020 Strategic Plan's goals and objectives was shared with stakeholders throughout the community via the Rowan College at Burlington County Institutional Effectiveness Report, January 1, 2017-December 31, 2017.

Using the RCBC 2020 Strategic Plan as a guide, individual departments have created and adopted unit plans to guide their resource allocation. These include the Office of Strategic Marketing and Communications, RCBC's Workforce Development Institute's Business Engagement Division, and the Office of Information Technology (OIT).

Rowan College at Burlington County conducts Institutional Effectiveness Assessment for all units on an annual basis. These Institutional Effectiveness Plans (IEPs) begin on page 27 of the linked report. As a prelude to assessment, mission statements and goals, which were created and vetted via interdepartmental meetings and dialogue, were collected by the Compliance, Assessment, and Research (CAR) department for each of the institutional units identified in Table 6.3.

Table 6.3 Institutional Units' Mission Statements and Goals

ABE	Accounting	Academic Advisement	Athletics
Budget	Business Engagement	Business Office	CAR
Career Services	Distance Education	Personal & Professional Development	Education Abroad
EOF	Facilities	Financial Aid	Foundation
Grants	Health Sciences	Human Resources	International Student Services
Inventory Management	Liberal Arts	Library	Lifelong Learning
Logistical Analysis Scheduling	Military Education & Veterans Services	NJ STARS	OIT
Outreach and Admissions	Payroll	Print and Mail Services	Public Safety
Purchasing	Registrar	Service Learning Programs	STEM
Strategic Partnership and Outreach	Strategic Marketing Communications	Student Life	Student Support
Testing Center	Transfer	Tutoring Center	Undergraduate Research
Willingboro			

These resources are housed in an internal document which is shared as needed. Individual unit goals and mission statements were developed with the intent to relate directly to the College's mission and goals.

The Institutional Effectiveness Assessment process begins with a Unit Goal that is linked to a Pillar, Goal, and Objective in the RCBC 2020 Strategic Plan. A Means of Assessment and Criteria for Success are identified, data is collected, and the assessment results are reviewed. The final step is an Action Plan, where findings are used for institutional improvement. Regarding institutional effectiveness assessments, some have a direct impact on educational effectiveness such as the Distance Education Annual Institutional Effectiveness Assessment Plan. Others, like Business Engagement's Institutional Effectiveness Assessment Plan serve to inform institutional improvements related to non-academic areas of the college.

To close the assessment loop, the CAR department maintains an Institutional Effectiveness Action Plan Matrix that details Use of Findings, Budget Implications/Costs, Parties Responsible, and Follow-up along with projected or actual completion dates.

Resource Allocation – Fiscal

RCBC has enabled procedures that link planning and budgeting on an annual basis. Each fiscal year, every unit within the College is required to construct and submit an annual budget plan that considers the previous year's data as well as new challenges and opportunities.

The County of Burlington has an integral role in the College's budget process. This is demonstrated through the County's contribution to RCBC, which can be seen in Table 6.4 and in the Certificate of the Board of School Estimate, shared services initiatives, and issuance of debt with favorable terms for the College in support of infrastructure and campus improvements.

Table 6.4 Burlington County's Contribution to RCBC

YEAR	AMOUNT	YEAR	AMOUNT	YEAR	AMOUNT
FY 2008	$12,040,000	FY 2009	$12,040,000	FY 2010	$7,040,000
FY 2011	$4,740,000	FY 2012	$500,000	FY 2013	$500,000
FY 2014	$500,000	FY 2015	$1,000,000	FY 2016	$2,000,000
FY 2017	$4,000,000	FY 2018	$4,150,000		

As a means of comparison, the average county contribution to the 19 New Jersey community colleges for FY 2016, as published in the spring 2018 *New Jersey Community Colleges Fact Book, 26th edition* was $10,950,000 and the median, $11,850,000; with a high of $20,027,000 and a low of $2,000,000. Rowan College at Burlington County, which received $2,000,000 from Burlington County ranked lowest at 19/19.

The State of New Jersey also provides an appropriation to RCBC. State support of the College has largely remained constant for the past several years, and is outlined in Table 6.5 for the same time period as previously considered for RCBC's County appropriation.

Table 6.5 The State of New Jersey's Contribution to RCBC

| YEAR	AMOUNT	YEAR	AMOUNT	YEAR	AMOUNT
FY 2008	$8,150,514	FY 2009	$7,622,234	FY 2010	$6,982,705
FY 2011	$6,930,377	FY 2012	7,146,904	FY 2013	$6,957,375
FY 2014	$6,829,385	FY 2015	$6,804,546	FY 2016	$6,846,152
FY 2017	$6,750,000	FY 2018	$6,804.552		

Grants also play a role in revenue generation and the College recognizes the opportunity to grow this revenue source to further offset its dependency upon tuition and fees. Current grants are valued at $4,144,019, and the four largest awards, which make up about two-thirds of the total, are from the New Jersey Department of Labor and Workforce Development's Talent Development Center for $1,200,000; the National Science Foundation's NSF FY 2017 Grant for $768,272; the New Jersey Department of Education's PERKINS FY 2019 grant in the amount of $480,293; and the New Jersey Department of Labor and Workforce Development's DVR FY 2018 grant for $400,000.

The Workforce Development Institute (WDI) has put extensive energy into developing and expanding new auxiliary funding opportunities. Twenty-seven new programs have been created since the inception of the Workforce Development Institute and auxiliary revenue through its non-credit training and educational initiatives has steadily expanded over the past three years from $831,982 in FY 2016 to $1,521,079 in FY 2018. Supply Chain Management credential training, Cisco Networking programs and the Machinist boot camp are newly established programs that earned $336,339 in net revenue in FY 2018. Additionally through the shared services partnership for Workforce Development Board funding, WDI has established new tools to support students and jobseekers, expand staff roles, and improve coordination across the county without incurring additional cost. New resources include Career Coach and B2BEngage customer relationship management software.

RCBC's FY 2020 budget development process will be led by the newly hired Senior Vice President of Administration and Operations and the new Executive Director of Budget, Purchasing, and Human Resources. They initiated training in early December 2018 by meeting with the College's senior leadership to provide historical information and explain the process. Using Figures 6.1 and 6.2, the data was clearly depicted and provided a broad understanding of FY 2019 fiscal resources and allocation to inform the FY 2020 process.

Figure 6.1 FY 2019 Budget
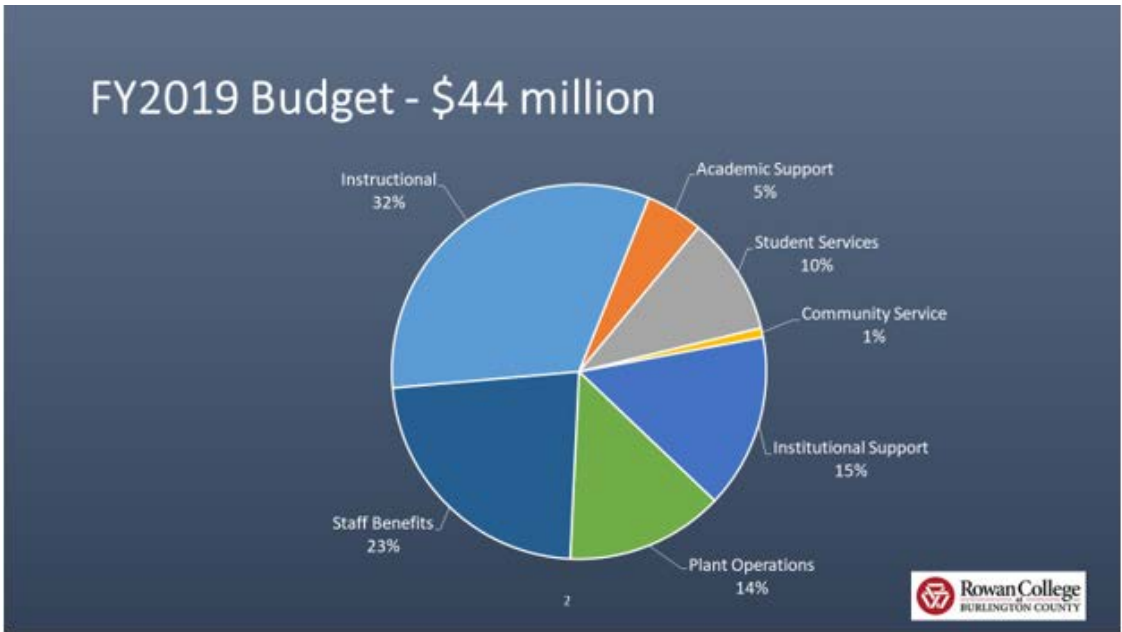
Figure 6.2 FY 2019 Revenue Sources
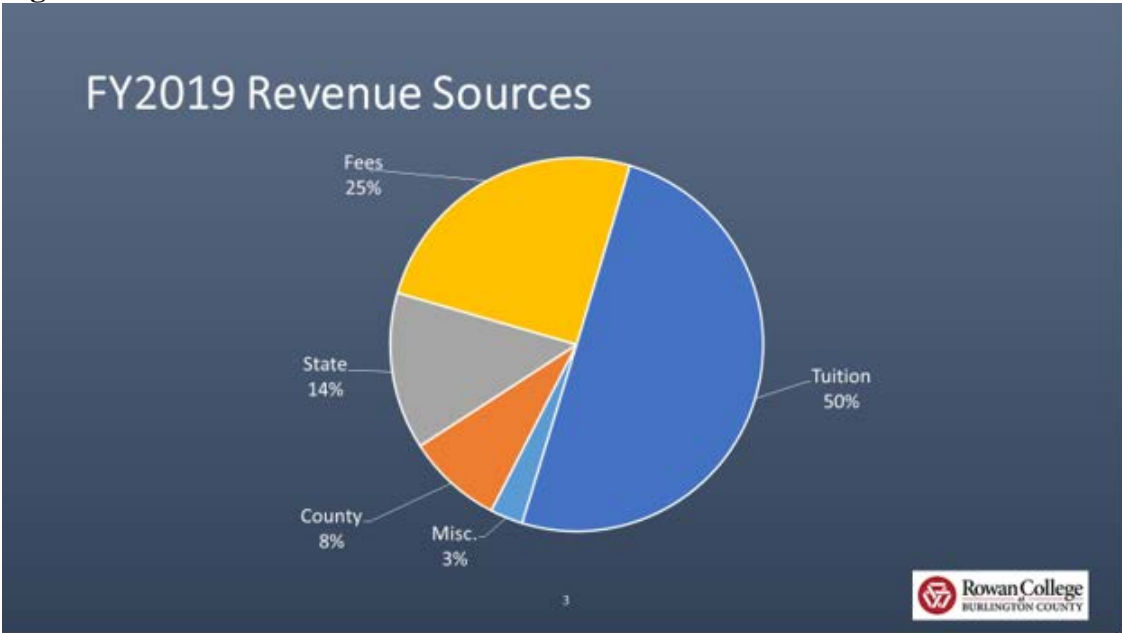
The projected revenue and expenses are shown below in Table 6.6.

Table 6.6 FY 2019 and FY 2020 Budget Projections

	FY19 (Projected)	FY20 (Target)
	$	$
Revenue		
County	4,150,000	6,150,000
State	6,804,552	6,804,552
Tuition & Fees	34,574,974	36,621,628
Other Income	1,059,000	1,059,000
Auxiliary Fund Operations	3,302,092	3,302,092
Total Revenue	49,890,618	53,937,272
Expenses		
Salaries	24,863,516	25,858,516
Benefits	10,200,541	10,424,952
Travel and Transportation	195,690	195,690
Information and Communication	634,567	634,567
Material and Supplies	534,841	534,841
Occupancy and Maintenance	3,549,804	3,549,804
Miscellaneous	4,349,998	4,349,998
Equipment	11,644	11,644
Auxiliary Fund Operations	3,192,082	3,192,082
Sub-Total	47,532,693	48,752,094
County Debt Service	3,177,662	3,885,249
Total Expenses	50,710,355	52,637,343
Net Income (Loss)	(819,737)	1,299,929
Fund Balance Beginning of FY	1,767,834	948,097
Total Operating Fund Balance	948,097	2,248,026

RCBC understands the inherent difficulty in projecting financial figures for future fiscal years that will have the same level of accuracy that can be demonstrated for the current one and relies on its proven ability to consistently develop realistic and conservative targets for key financial elements. This approach was applied to FY 2019 and the FY 2020 outlook. Longer-term budget projections will be made when a more reliable budget picture can be developed.

After several years of being among the least costly community colleges in New Jersey, RCBC was forced to take a measured approach to steadily increase tuition and fees. After having made no increases to tuition and fees in FY 2015, FY 2016, and FY 2017, tuition and fees were raised on a per credit basis of $9 for the spring 2018 semester and $14 in fall 2018 for Academic Year 2018 – 2019. The FY 2020 projections include a $20 increase in tuition and fees. A number of factors were considered in this decision including the following: (a) the College's immediate and long-term strategic priorities; (b) availability of state and county funding; (c) current level of student charges including tuition and fees; (d) comparative tuition and fee rates for programs at peer institutions; (e) availability of financial aid programs; and (f) changes resulting from collective bargaining agreements and other mandated programs.

The County of Burlington and RCBC's Board of Trustees have made significant investments in the College infrastructure over the past several years. This investment has been focused on creating a modern campus in Mount Laurel, which is now the main campus. These efforts have included construction of the new Student Support Center; refitting and refurbishing of the Health Sciences building, Laurel Hall, and the TEC center; as well as the construction of an outdoor Quad along with roads and parking lots. Ultimately, the liability of the College via Burlington County's funding authority has resulted in increased debt service payments to the county. The obligated debt service payments for FY 2019. FY 2020, and FY 2021 are outlined in Table 6.7 and represent existing debt service plus new debt service.

Table 6.7 Current and Projected Debt Service Payments

	FY 2019	FY 2020	FY 2021
Debt Service	$3,177,662	$3,885,249	$7,177,307

While RCBC faces the same enrollment pressures that other open-door institutions of higher education are experiencing, the improvements undertaken in recent years position the College well to meet the existing opportunities and challenges of the future. RCBC maintains a strong focus on the level of unrestricted fund balance and strives to keep it within the designated 3-5% range.

Implementation of the FY 2020 budgeting process began in December with visits to division meetings and explanation of the process by the Senior VP and Executive Director. Guidance was provided and the process is being embraced by the College community. First, as previously mentioned, each unit budget is developed with consideration to the previous year's results combined with the expectation of new expenses, such as accreditation efforts, travel requirements, the need for new equipment or software, and identified challenges and opportunities. The justification for new expenses must include a clear linkage to the Strategic Plan. Next, the unit budgets will be compiled by the Senior Vice President of Administration and Operations and Executive Director of Budget, Purchasing and Human Resources; approved by the President; and then submitted to the Finance and Facilities Committee of the Board of Trustees. Once reviewed and approved by the Committee, the budget will be considered by the full Board. When approved, the proposed College budget will then be presented to, and approved by the Board of School Estimate within Burlington County. Once finalized, the budget is uploaded into the College's Ellucian by Colleague ERP system and made available to budget managers through the WebAdvisor portal, which provides a summary of available funds by

budget line item. The system allows users to drill down by cost center and account expenditure category to identify current expenditures and available balances.

Budget managers are expected to be fiscally responsible stewards and monitor their expenses throughout the year. In addition, the Finance team runs queries to pull transaction details by line item to ensure that funds are being managed in a responsible manner. Through monthly reporting of financial and budgetary results, finance and budget staff work with operating and academic units to identify and understand variances and make the necessary corrections on a timely basis.

Resource Allocation – Human

Rowan College at Burlington County recognizes that its human resources are critical to the success of the College and supporting operations. The goals of RCBC's Human Resources department are to recruit top talent to the college, offer existing faculty and staff good reasons to stay, and provide high quality services to the campus community. With employee salaries and benefits consuming a large part of RCBC's annual operating budget, it is critical that the College does its due diligence in ensuring that units are appropriately staffed, requirements for new positions are clearly justified, and that new hires are appropriately vetted based upon the position that they will be filling. New Employee Orientation (NEO), which is described in Chapter 2 was introduced in AY 2017-2018 for successful onboarding of new hires.

Table 6.8 shows a comparison of RCBC employees in December 2015 and current employees as of December 2018. Total personnel increased from 1153 to 1192 with the largest increases in Special Project professionals and Supportive Staff. Many of these personnel provide direct support to students. It is important to note that the number of full-time faculty increased 8.7% from 63 to 69. Increasing the number of full-time faculty is an often-repeated recommendation from external consultants who have conducted academic program reviews for the College.

Table 6.8 Comparison of Total Personnel

Employee Group	December 2015	December 2018
Executive	7	8
Administrative	59	61
Special Project	41	56
Full-time Faculty	63	69
Instructional Assistants	2	2
Supportive Staff	119	132
Confidential	5	4
Public Safety Officers	22	25
Adjunct Faculty	603	589
Temporary Employees	179	191
Student Employees	53	55

TOTAL	1153	1192

A key element of the FY 2020 budget planning process is the addition of a new section for personnel changes. In order to request any variation from current staffing, the unit manager must fulfill the following:

- Provide a staffing analysis linked to workload, program expansion, or reduction
- Include added projected salary costs
- Comment on how this request will impact revenue linked to the division and unit

Resource Allocation – Facilities

A review of major capital projects from 2015 through 2018 shows that Rowan College at Burlington College committed $58.9 million to facility and infrastructure improvements during this timeframe. These improvements were needed to consolidate the Pemberton and Mount Laurel campuses, make Mount Laurel the Main Campus and repurpose the Mount Holly Center to house the College's Art and Design programs and then reclassify it as an Additional Location. Substantive change requests for the Mount Laurel main campus and the Mount Holly additional location were approved by the Middle States Commission on Higher Education in spring and summer of 2018 respectively.

The decision to consolidate instruction and services that were split between the Pemberton and Mount Laurel campuses was made in response to a comprehensive study showing that the College did not have sufficient demand to fill facilities on both campuses. Consolidation and relocation of the main campus to Mount Laurel is projected to save millions of dollars in operating costs that will be reinvested in programs and improved facilities for students, faculty and staff. Regarding the Mount Laurel campus, new construction, renovations, and upgrades to buildings were needed to provide ample space for academic, non-academic, and student support services to be housed together on one campus. Laurel Hall, Votta Hall, Science Building, Technology and Engineering Center (TEC), Evans Hall, and the Health Sciences Center contain a sufficient number of lecture rooms, science and computer laboratories, clinical simulation facilities, faculty and administrative office space, and meeting rooms to accommodate the College's needs. The new Student Success Center houses all student support services including admissions, student financial services, registrar, advising, tutoring, testing, the Knowledge Commons library, college bookstore, and food services. Consolidating onto one campus, which is conveniently located, and, therefore, more easily accessible, greatly enhanced quality of life for all college stakeholders.

Concurrent with the consolidation of the Pemberton and Mount Laurel campuses and the relocation of the main campus to Mount Laurel, the college identified the underutilized Mount Holly Center as the ideal location to house the programs that comprise its Art and Design meta-major, which complements the thriving arts community that is evolving in Mount Holly. The facility itself houses the culinary arts kitchens and restaurant; photography, fine arts and fashion studios; graphic design laboratory; and student art gallery. It is a former bank building and the College was intentional in preserving its historic, artistic, and architectural charm during renovations.

RCBC actively maintains and continually updates a deferred maintenance list as well as a capital project list. These lists were used during the transition planning over the last four years. A good number of the deferred maintenance projects were addressed during the various stages of the phased renovation work. Future plans will be contingent on the availability of capital funds.

Resource Allocation – Technology

The stated mission of the Office of Information Technology (OIT) is "To advance the College's mission by providing reliable information technology resources and outstanding service, in addition to embracing the necessity for adaptation and innovation as new information technologies emerge." To fulfill this mission, the Chief Information Officer (CIO) worked directly with the former college president to create a strategic plan titled Digital Transformation: Invest, Innovate, & Build. Assessment results from the Noel-Levitz Student Satisfaction Inventory (SSI) and Community College Survey of Student Engagement (CCSSE) were used to develop the plan. Reponses to specific items used to inform this process included the following:
- How satisfied are you with computer lab services? (CCSSE)
- My college does a good job of incorporating technology into classroom instruction (CCSSE)
- Used email to communicate with an instructor. (CCSSE)
- Computer labs are adequate and accessible. (SSI)
- Wide variety of technology is used in classroom. (SSI)

Realizing that students are RCBC's most valuable asset and as digital natives, their connection to their digital technology is ubiquitous, providing appropriate resources is paramount. OIT supports over 2,100 PCs and over 850 VOIP phones, as well as an average of over 10,000 daily Wi-Fi users on its digital network. Throughout the current strategic plan, the College has completed its most significant digital transformation since the year 2000. The plan included investing over $3 million in IT capital expense improvements.

With a focus on fiscal responsibility, RCBC's CIO evaluated several areas of potential shared services with the County of Burlington's IT department. Some areas, such as a shared services data center, were not pursued, but an initiative implementing the same Records Management System (RIMS) was implemented and has proven very beneficial to the College. This electronic data storage tool was critical when consolidating the Pemberton and Mount Laurel campuses and created an efficient means to conserve decades of paper records and files. As another example of shared services, RCBC's Audio Visual team often provides production and other AV services to the county.

Audits

One way in which RCBC transparently demonstrates its commitment to serve as an effective steward of its resources is through its fiscal year audits, the reports of which are available to internal and external stakeholders on the Fiscal Year Audit Reports webpage. Through the fiscal auditing process, an independent auditor reviews RCBC's financial status and provides several official documents including the following: a) a statement of net position; b) statements of revenues, expenses, and changes in net position; and c) statements of cash flows. At the

conclusion of each annual audit, the auditors provide a draft version and the College President, Senior Vice President of Administration and Operations and the auditors meet and review the full draft version including any discussion only items and findings. Audit findings are promptly addressed and a corrective action plan to remediate is created, implemented, and communicated to the auditor. The report is then finalized by the auditing firm and presented to the Board of Trustees Finance and Facilities Committee for their review followed by ratification at a public Board of Trustees meeting.

A review of fiscal year audit reports from the past five years showed that there were two findings, one in FY 2016 and one in FY 2017 and a Management Letter finding in FY 2016.

Table 6.9 RCBC Fiscal Year Audit Report Findings

AUDIT YEAR	FINDING(S)	CONDITION/ OBSERVATION	QUESTIONED COSTS	RECOMMENDATION
2017	2017-001 to Section 3 – Schedule of Federal Award Findings and Questioned Costs	The College is not reporting enrollment changes for all students.	There are no questioned costs related to this finding.	Recommend that the College improve policies and procedures to ensure that all students are accurately reported to the NSLDS within required timeframes.
2016	2016-001 to Section 4 – Schedule of State Financial Assistance Findings and Questioned Costs	There were errors noted where TAG funds were credited to student's accounts after the students withdrew or stopped attending courses.	Actual errors amount to $1,543.00 and the projected error is $39,302.92.	Recommend that the College establish better procedures to identify student enrollments at the time TAG funds are credited to student accounts.
2016	2016-002 Management Letter, Student Financial Aid – Return of Title IV Calculations	Two students who ceased academic attendance did not have a Return of Title IV Calculation performed; three return calculations were not performed in a timely manner within 30 days of the end of the semester.		Recommend that procedures be put in place to determine proper compliance with Return of Title IV Calculations.
2015	No Findings			
2014	No Findings			
2013	No Findings			

Immediately upon being made aware, the responsible parties prepared and implemented corrective action plans to address findings 2017-001 and 2016-001. Regarding Management

Letter Finding 2016-002, the issues were due to blank grades, late grade submissions and final grades that Financial Aid was questioning due to discrepancies between RCBC's grading policy and information contained within the Colleague database system. Corrective actions were implemented as follows: (a) the Registrar revised and strengthened procedures to address late, blank and discrepant final grades at the end of the term; (b) Financial Aid runs the Return to Title IV (RTIV) report on a biweekly basis during the term and several times at the end of the term when final grades are inputted into Colleague; and (c) the Registrar and Financial Aid Director meet to review two report outputs on final grade submissions and discuss any discrepant grades.

Periodic Assessment of Planning, Resources, and Institutional Improvement Processes

Rowan College at Burlington County assesses its planning, allocation of resources, and improvement processes at the institutional and unit levels. At the institution level, the implementation matrix of the 2020 Strategic Plan is used to track progress towards accomplishment of institutional goals. At the unit level, the College's robust Institutional Effectiveness Plans provide the framework for assessment of departmental goals and objectives and action plans for continuous improvement.

Additionally, departments throughout the college assess and communicate accomplishments and challenges using ongoing and less formal processes. For example, the Executive Director of Strategic Marketing and Communications routinely shares metrics from the College's advertising campaigns with team members and vendors with the goal of identifying areas of improvement. Within the Enrollment Management and Student Success (EMSS) division, department leads engage their team members in the planning, implementation, and assessment process and provide interdepartmental updates at monthly division meetings. The Health Science division posts information regarding changes to a shared drive to keep everyone informed.

Conclusions, Strengths, and Opportunities for Improvement and Innovation

Conclusions

Table 6.10 Executive Summary

Section	Criteria Addressed
Institutional Planning	Criteria 1, 2, 3, 5, 8 Requirements 8, 10
Institutional and Unit Goals and Objectives	Criteria 1, 2, 3, 5, 8 Requirements 8, 10
Resource Allocation - Fiscal	Criteria 4, 5, 6 Requirement 11
Resource Allocation - Human	Criteria 4, 6 Requirement 11
Resource Allocation - Facilities	Criteria 4, 6 Requirement 11
Resource Allocation - Technology	Criteria 4, 6 Requirement 11
Audits	Criteria 2, 7 Requirement 11

Periodic Assessment of Planning, Resources, and Institutional Improvement Processes	Criteria 1, 2, 9

Rowan College at Burlington County meets the criteria for Standard for Accreditation VI and Requirements of Affiliation 8, 10, and 11.
Strengths

9. Developed and implemented the 3+1 program, which has helped to stabilize enrollment, while the national enrollment trend at community colleges is declining.
10. Capitalizes on business partnerships through the Workforce Development Institute to generate revenue via enrollments in non-credit programs.
11. Invested $58.9 million for facility and infrastructure improvements from 2015 through 2018.
12. Created and implemented the RCBC Information Technology 2020 Strategic Plan that resulted in a college-wide digital transformation.

Opportunities for Improvement and Innovation

11. Expand the Workforce Development Institute's business partnerships.
12. Leverage the College's existing experience with 3+1 programs to expand innovative degree completion opportunities.
13. Build capacity to identify and prepare grant proposals.

Table 6.11 Standard VI Work Group Members

Dr. David Spang	Senior Vice President/Provost	Work Group Co-Chair
Jaclyn Angermeier	Executive Director, Financial Services	Work Group Co-Chair Year One
William Whitfield	Assistant Professor, Mathematics	Work Group Co-Chair
Leah Arter	Director, Development, WDI	Group Member
Laura Bezich	Assistant Director, Human Resources	Group Member
Kristin Bocci	Academic Advisor	Group Member
Tina Burrell	Instructor, Business	Group Member
Erica Gravina	Instructor, Nursing	Group Member
Frank Johnson	Director of Operations, OIT	Group Member
Brooke Mailhiot	Instructor, Entertainment Technology	Group Member
Julie Ritter	Assistant Director, Finance	Group Member
Sarah Salah	Logistics Operations Coordinator	Group Member
Eileen Swiatkowski	Grants Specialist	Group Member
Jeffrey Van Duyne	Instructor, Engineering Technology	Group Member
Diane Veneziale	Assistant Professor, Mathematics	Group Member

STANDARD VII: GOVERNANCE, LEADERSHIP AND

ADMINISTRATION

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

REQUIREMENT 12	REQUIREMENT 13
The institution fully discloses its legally constituted governance structure(s) including any related entities (including without limitation systems, religious sponsorship, and corporate ownership). The institution's governing body is responsible for the quality and integrity of the institution and for ensuring that the institution's mission is being accomplished.	A majority of the institution's governing body's members have no employment, family, ownership, or other personal financial interest in the institution. The governing body adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. The institution's district/system or other chief executive officer shall not serve as the chair of the governing body.

Introduction

With an emphasis on students, quality, transparency and communication, Rowan College at Burlington County's Board of Trustees, College President, and senior administrators are focused on fulfilling the College's mission and achieving the four pillars of its 2020 Strategic Plan: Access, Affordability, Quality and Effectiveness, and Student Success. Within the past six years, RCBC has undergone a leadership transformation that included retirement of the president of 25 years, Dr. Robert Messina; creation and integration of the newly established division of Workforce Development with a Vice President at the helm; and the restructuring of other constituent roles. This leadership transformation, which culminated with the current administrative structure that can be viewed on the institution's website, has resulted in greater streams of accountability and aligns with the mission, vision, and direction of the College. Additionally, the Organizational Chart clearly defines the reporting relationships of the various college departments at each level of administration.

For the purposes of this standard, the College identifies the two Senior Vice Presidents and two Vice Presidents who report directly to the President and comprise his Cabinet as Senior Leadership. Next tier administrators, including the Deans, Executive Directors, Associate

Provost, Chief Operations Officer and Chief Information Officer, serve as the President's Senior Leadership Team. Through a clearly defined leadership structure RCBC embraces a shared governance system that includes the Board of Trustees, College President, Cabinet, Senior Leadership Team, Administration, Faculty, Staff, and Students. This shared governance among the leadership and college-wide Senates cultivates transparency in decision-making and a clear path for information to be communicated back to all members of the college community, as well as access to the leadership so that issues can be heard and addressed. These opportunities for shared governance empower and enable the College to fulfill its mission and achieve its goals.

Board of Trustees

The Rowan College at Burlington County Board of Trustees is an eleven person governing body charged with ensuring that the institution fulfills its mission and goals by overseeing and evaluating the College President, approving initiatives, and monitoring the institution's fiscal health. Trustees serve for four-year terms and can be reappointed to successive terms. Currently, the longest serving member of the Board of Trustees is the Chair, George Nyikita, who was first appointed in 1995 and has served for 23 years. The newest members of the Board, James Anderson, Dorion Morgan and Dr. James Kerfoot, were appointed in 2018. The average length of service for current Board members is 4.8 years. The alumni trustee, who is selected by peers, serves a one-year term as a non-voting Board member.

As per the NJ State Statute 18A:64A-8), the Board includes the Burlington County Superintendent of Schools, two individuals appointed by the State of New Jersey Governor's office and eight individuals appointed by the Burlington County Board of Chosen Freeholders. The Statute further requires that at least two of the Trustees must be women. RCBC's College President, who serves in an ex officio capacity as Board Secretary, and an RCBC alumnus from the recent graduating class who is elected to a one-year term through a process coordinated by the RCBC Strategic Marketing and Communications department and Student Life, are non-voting members of the Board of Trustees. NJ State Statute 18A:64A-9 states that appointed members of the Board must have resided in the county for a period of four years prior to appointment and, to protect against conflicts of interest, no elected public official or employee of the College can serve as a voting member of the Board and no Board member may accept employment at the College for a period of two years following resignation or expiration of their term. Characteristics of the voting members of the Board of Trustees can be viewed in Tables 7.1 and 7.2.

Table 7.1 Characteristics of the Voting Members of the Governing Board

	White	Black
Male	7	2
Female	1	1

| | Total | 8 | 3 |

Table 7.2 Trustees, Company/Organization where Employed, and Position

Trustee	Employment	Position
George N. Nyikita, Board Chair	Pennoni Associates	Manager of Corporate Development
Christopher Brown, Board Vice-Chair	Guardian Insurance Services	Owner
James C. Anderson, Jr.	Mercer Group International of NJ	Director of Solid Waste Compliance & Development
Kevin Brown	NE Reg Council of Carpenters	Council Rep – Local 252
Dr. James Kerfoot	Retired School Superintendent	
Renee C. Liciaga	Self-Employed	Creative Director/ Choreographer
Jamie Martin	Strive Physical Therapy	CMO/ Physical Therapist
Daryl Minus-Vincent	County of Burlington	Interim Executive County Superintendent
Dorion B. Morgan	Self-Employed	Attorney/ Pastor
Gino A. Pasqualone	IBEW Local 269	Business Representative
Mickey Quinn	State of NJ General Assembly	Deputy Executive Director
Dr. Michael A. Cioce, Board Secretary	RCBC	RCBC College President
Heather Casparro		Alumni Trustee

The Board holds monthly meetings that are open to the public. Its meeting schedule, agendas, and minutes are published on the RCBC - Board of Trustees Website.

The Rowan College at Burlington County Board of Trustees is comprised of three standing committees: Academic, Finance and Facilities, and Personnel. The Chair of the Board assigns Board members to each of the committees based upon their relevant professional experience. As demonstrated in the table below, Board committees are charged with oversight of academic quality, including approval of new degree programs and policies that support teaching and learning; fiduciary responsibilities including financial planning and management to ensure fiscal well-being; facilities-related projects including awarding of contracts; and all personnel issues including approval of new hires. These committees meet with designated college administrators

prior to each Board meeting to review relevant action items and move forward proposals to be considered by the full Board during scheduled meetings.

Table 7.3 RCBC Board of Trustees Committees with Stated Purpose and Membership

Committee	Purpose	College Administrators	Board Members
Academic	Reviewing and approving changes to academic program offerings, initiating policy on academic matters, ensuring the academic quality	- College President - Senior Vice President/Provost - Senior Vice President of Administration & Operations - Vice President of Enrollment Management & Student Success - Vice President of Workforce Development & Lifelong Learning - Executive Director of Communications and Strategic Marketing	Dr. James Kerfoot Jamie Martin Daryl Minus-Vincent Dorian Morgan George Nyikita
Finance and Facilities	Reviewing and approving all finance related requests (travel, contracts, expenses, etc.) as well as facilities related projects, expenses and contracts; initiating policy on committee related items	- College President - Senior Vice President/Provost - Senior Vice President of Administration & Operations - Vice President of Enrollment Management & Student Success - Vice President of Workforce Development & Lifelong Learning - Chief Operations Officer - Executive Director of Communications and Strategic Marketing - Executive Director of Budget, Purchasing & Human Resources - College Solicitor	James Anderson George Nyikita Mickey Quinn
Personnel	Reviewing and approving all employee related actions as well as initiating policy on committee related items	- College President - Senior Vice President/Provost - Senior Vice President of Administration & Operations - Vice President of Enrollment Management & Student Success - Vice	Christopher Brown Kevin Brown Renee Liciaga George Nyikita

		President of Workforce Development & Lifelong Learning	Gino Pasqualone
		- Executive Director of Communications and Strategic Marketing	
		- Executive Director of Budget, Purchasing & Human Resources	
		- Assistant Director of Human Resources	
		- College Solicitor	

The Board of Trustees is ultimately assessed by the effectiveness of its policies. Recently approved or updated Board policies are listed on the Human Resources website. Board policies are reviewed by relevant administrative departments and/or the Senates within the college. If shortcomings are identified, a proposed revision to the policy is submitted to the appropriate Board committee. As an example, the Student Code of Conduct policy was updated after a thorough review of the existing policy, procedures, and case outcomes initiated by the Enrollment Management and Student Success Division in collaboration with Academics, Public Safety, and Senior Leadership. Other policies have been revised from older versions, providing clarity or new content based on updated information.

The New Jersey Council of County College's (NJCCC) Trustees Manual 2016-2017 and the Burlington County Trustee Handbook from January 2010 include rhetoric that safeguards against conflicts of interest by Trustees to ensure impartiality of the governing body. The Handbook's Standards of Ethics includes a thorough, clearly articulated list of prohibited actions that all begin with "No trustee shall…" At first knowledge of a transaction that could be perceived as a potential conflict, Trustees are required to notify the Board Chair. Evidence of Board members recusing themselves from votes where a conflict of interest could be perceived are included in Standard II, Ethics and Integrity. Besides protecting against conflicts of interest, the Trustee Handbook outlines duties of Board members, which include the following:

- Prepare for, attend, and participate in all Board meetings
- Approve all College policies
- Become familiar with the By-Laws of the Board of Trustees and appropriate state statutes
- Plan for the future of the College in concert with the President and College administration
- Promote College services and programs and advocate for the College in the community
- Participate in advocacy activities on behalf of the College with legislative entities
- Employ a highly qualified College President. Empower him/her to manage the day-to-day operation of the College

- Evaluate the President's performance annually

To protect against interference by the Board in the day-to-day operations of the College, the Handbook's Code of Ethics for Trustees clearly states, "An important function of the Board of Trustees is to establish the policies and goals of the institution and to audit the performance of the administration and the performance of these policies and the progress towards the goals, but the educational program and the conduct of the College's business should be left to the President and the President's staff." The Board of Trustees sets the framework and guidelines under which the College President manages the institution and, reciprocally, the College President is charged with implementing the policies, goals, and objectives of the Board of Trustees and with sustaining the daily operational aspects and conduct of business of the College.

Recognizing the importance of fiscal accountability, efficiency, and transparency in the administration and governance of RCBC, a recent action by the Board, passage of RESOLUTION #2017-171-23, mandated new procedures regarding Personnel, Purchasing (Contracts/Agreements), Travel, and Naming College Facilities.

- Personnel: "All new, open or vacant positions shall be presented to and discussed by the Chair of the Board of Trustees and the Chair of the Personnel Committee of the Board of Trustees and when time permits the Personnel Committee prior to posting for the position. All proposed appointments and re-appointments including but not limited to annual and multi-year; full-time and part-time; and aligned and unaligned positions shall be presented to and discussed by the Personnel Committee of the Board of Trustees. No offers of employment, including conditional offers, unless the proposed appointment has been deemed an emergent situation by the College President, Chair of the Board of Trustees, and Chair of the Personnel Committee, shall be made to prospective employees unless the prospective employee is recommended by the Board of Trustees Personnel committee and considered and approved by the Board of Trustees at a public meeting."
- Purchasing (Contracts/Agreement): "All contracts, leases, and agreements, including but not limited to annual and multiyear employment contracts, professional service contracts, sales contracts, commercial leases, purchase agreements, and consultant agreements shall be reviewed by the Board of Trustee's Finance and Facilities Committee. No contract or agreement shall be executed by the College until it has been recommended by the Finance and Facilities Committee and considered and approved by the Board of Trustees at a public meeting. The President of the College, the certified purchasing agent and the Chairman of the Board of Trustees are the only individuals authorized to execute a contract or agreement on behalf of the College. No contract or agreement may be executed until approved by the Board of Trustees at a public meeting."
- Travel: "All business-related travel must receive pre-approval from the Board of Trustees. The Board of Trustees may deny reimbursement of any travel related expense it deems inappropriate or excessive. Employees shall provide receipts and proof of all business related ravel expenses."

- Naming College Facilities: "The Board of Trustees reserves the right to name its buildings and other facilities. All proposed building or facility names should be presented to and discussed by the Finance and Facilities Committee of the Board of Trustees…No building or facility can be named or renamed unless approved by the Board of Trustees."

This resolution empowers the Board's Personnel and Finance and Facilities Committees, which include college administrators and Trustees, to take an active role in the fiscal oversight of the College.

The Board's requirement to "Employ a highly qualified College President," was fulfilled multiple times in the recent past as described below.

College President

Over the course of the past several years, Rowan College at Burlington County has experienced significant transitions in the role of College President. While the individuals serving in this position have changed, the functions of the president's office, including expectations regarding the College's mission and goals and the commitment to serving students have not waivered. The following highlights provide insight into these leadership transitions:

- In 2012, Dr. Robert Messina, the College's president of 25 years, retired. Ronald Brand, Senior Vice President and CEO, was named as Interim President to lead the institution during the comprehensive search.
- In September 2012, RCBC's Board of Trustees named Dr. David Hespe as President and the College continued to move forward. When President Hespe was selected as the New Jersey Commissioner for Education in 2014, the Board of Trustees named Dr. David Spang, Vice President of Academic Programs, as Interim President. A comprehensive presidential search was initiated.
- In 2015, Paul Drayton was appointed as College President and Dr. Spang received a promotion and title change from Vice President of Academic Programs to Senior Vice President/Provost.
- After two years of dynamic change and innovation within the institution, President Drayton was placed on administrative leave on August 30, 2017 by the Board of Trustees due to a complaint filed with the EEOC, which is addressed in Chapter 2. Dr. Michael Cioce, Vice President for Enrollment Management and Student Success, was named as Acting President.
- Dr. Cioce served as Acting President until May 2018 when the Board of Trustees unanimously appointed him as the sixth President of Rowan College at Burlington County effective September 1, 2018 to coincide with Mr. Drayton's resignation for medical reasons.

These transitions in leadership, while sometimes challenging, did not deter the college's ability to fulfill its mission of transforming lives by delivering innovative, high-quality and affordable educational experiences in an accessible and diverse environment. Throughout each of these transitions, RCBC's Board of Trustees fulfilled their responsibility to appoint the best candidate to be College President.

As detailed in the RCBC [President Job Description](#), the President of RCBC is responsible for the overall operation of the College and coordinates the work of the administrative officers of the College who report to him. The College President reports directly to the Board of Trustees and serves as chief liaison to county government, the State of New Jersey Department of Higher Education, the New Jersey Council of County Colleges (NJCCC), state legislature, and other governmental entities. The President serves as a visionary leader who can work decisively to enhance and expand the vital academic and workforce education role that Rowan College at Burlington County plays within the community and address, among others, the following challenges and opportunities:

- Promote RCBC as it continues to deliver on its strong legacy of high quality service to the citizens and the economic life of Burlington County and to position the institution to meet the evolving needs of students in a rapidly changing economy;
- Identify new sources of revenue and lead the fundraising efforts as the College meets the demands and challenges of declining revenues from outside sources;
- Serve as a visible leader of the college community both on and off campus.

The responsibilities of the College President are diverse and include leadership of the senior administrators; coordination of college activities with Board members; oversight of personnel, budget, and finance recommendations; and engagement with state, county, and community resources and agencies. The President is also responsible for fostering a relationship with the community through speeches, civic contacts, and participation in a variety of events. Establishing and maintaining relationships with other college presidents, members of the state legislature, and U.S. congressional representatives are also encompassed in the role of president. Internally, the College President has multiple and diverse tasks, including involvement in major budgeting and personnel decisions, contract administration, policy revisions, and instructional program components.

President Michael Cioce holds a Doctorate from the University of Pennsylvania and a MBA degree from Drexel University. Dr. Cioce was Vice President of Enrollment Management and Student Success for two years prior to being selected to serve as Acting President in 2017 and then named College President by the Board of Trustees effective September 1, 2018. Dr. Cioce's tenure as Vice President of Enrollment Management and Student Success and Acting President provided him with senior leadership experience, as well as a top down view of the various college wide departments and the role and function each serve in forwarding the mission and strategic goals of the college.

Using the College's mission statement as his guide, the President of the College is responsible for the overall vision of the institution and implementation of strategic goals and activities that lead the college towards achievement of the four pillars within the strategic plan. Communicating vision, mission, and goals within the campus community is a critical element of the President's leadership and is evident during college-wide events, including the semiannual Welcome Back for faculty and staff prior to the start of the fall and spring semesters. Welcome Back is a full day of meetings that include college updates from the President, information sharing at division levels, and professional development.

At Rowan College at Burlington County's Welcome Back activity on August 27, 2018, Dr. Cioce used the opportunity to provide an update regarding the state of the College and unveiled his vision for the future, which he called "Vision for Success." In reviewing the College's accomplishments during Academic Year 2017 to 2018, Dr. Cioce highlighted the following:

- Spring 2018 marked the third consecutive term of enrollment growth
- Inclusive Education is the seventh 3+1 class and will be operational in fall 2018
- RCBC celebrated its most profitable Foundation fundraiser ever and raised $250,000 that will support scholarships for students
- The Workforce Development Institute implemented 28 new programs, generated more than $2 million in revenue, created jobs for 122 unemployed people, its Career Services department reviewed more than 736 resumes, and the American Job Center placed 636 individuals in jobs with $15.1 million in salaries
- Regarding the transition from the Pemberton campus, the Print Shop has opened in Evans Hall on the Mount Laurel campus and only athletics including the pool/aquatics and the warehouse remain in Pemberton
- RCBC is working with an independent real estate consultant to determine the future of the Pemberton property
- The College worked with a security consultant to assess safety staffing levels and physical locations on campus and, as an outcome, is increasing security staffing and working more closely with the Mount Laurel police. In addition, the College is pursuing several grants that will be used to improve security infrastructure throughout the college.

Dr. Cioce's Vision for Success has seven components, each component is associated with the letters in the acronym SUCCESS:

- **S = Students**: We commit to the success of our students by adhering to the highest levels of academic integrity and professional standards to help all achieve their educational and career goals.
- **U = Unparalleled Academics**: We create an academic environment that promotes personal and intellectual growth. We provide diverse and rigorous learning experiences for our students.
- **C = Culture**: We support a workplace environment that values diversity, where everyone is accountable for their actions and empowered to express entrepreneurial creativity in confident pursuit of new ideas without fear of failure.

- **C = Contemporary Campus**: We take pride in our modern facilities where students, faculty and staff develop as leaders and citizens. We pledge to be socially responsible and adopt best practices that lead to a better environment for all.
- **E = Economic Growth**: We partner with Burlington County, organizations and businesses to create opportunities that meet current and future workplace demands and prepare students for productive careers.
- **S = Service**: We achieve our mission and improve as an organization by engaging with others in the broader community to promote civic responsibility through cultural, intellectual and community service opportunities.
- **S = Sharing**: We communicate openly to facilitate collaboration in ways that provide access to important information and create shared knowledge that inspires solutions from the entire college community.

The College's marketing department distributed table tents throughout the campus that promote the President's vision and a Continuous Improvement Task Force was created to explore opportunities and obstacles to achieving the vision.

The President meets at least twice a semester with campus groups, including faculty, support staff, and students where he provides updates on college goals, campus announcements, and responds to concerns. In addition to his communication with the larger campus community, the President conducts Cabinet and Senior Leadership team meetings to coordinate campus initiatives and review progress on college goals.

The College President's performance is evaluated by the Board of Trustees. This annual review process begins with the President creating an annual report that is shared with the Board, the College, and the community. This report outlines the progress made towards institutional goals and serves as an evaluation related to predetermined benchmarks. In addition to this formal process, the Board of Trustees Chair indicated that there is an informal, ongoing evaluation of the President, which is conducted through face to face meetings throughout the year as needed. A gap was identified, and the Board of Trustees has committed to formalizing the review process on an annual basis. This work is underway and will result in the first evaluation cycle to be conducted at the end of FY19 utilizing the Strategic Plan as an assessment tool.

Senior Leadership

Senior Leadership assists the President in the execution of the College's goals and mission and provides expertise and direction within the areas they oversee. The size of Senior Leadership has varied since FY13, ranging from four members to 12. Historically, Senior Leadership has consisted of at least one representative from the areas of Academics, Student Services/Success, and Finance. Other areas represented over the past six years were Human Resources, Communications, College Advancement, Operations, Information Systems, and Institutional Research. In 2017, RCBC sought to provide increased synergy between the areas supervised by the Chief Operating Officer, Chief Information Officer, Executive Director of Human Resources,

and Executive Director of Financial Services. As such, the position of Senior Vice President for Administration and Operations was created. The current Senior Leadership positions include the Senior Vice President/Provost, Senior Vice President for Administration and Operations, Vice President for Enrollment Management and Student Success, and the Vice President for Workforce Development.

RCBC's current Senior Leadership team all possess the requisite and appropriate levels of education, experience, and expertise necessary to fulfill their responsibilities in serving the needs of the College and the President. Senior Vice President/Provost Dr. David Spang holds a Ph.D. in Material Science and Engineering and an MBA from Rutgers University. He previously served as Dean of the Science, Technology, Engineering, and Math (STEM) Division; Vice President of Academic Programs; and Interim President prior to his current position; all of which provide a strong background in academic organization and educational leadership. The recently created Senior Vice President of Operations and Administration position is held by Thomas Czerniecki who has a Master's degree in Public Administration from Kean University and is currently pursuing a Doctorate in Business Administration from Wilmington University. Mr. Czerniecki previously served as the Chief Executive Officer of Evesham Township, NJ, the largest township in Burlington County, prior to accepting his position at RCBC in February 2018. The managerial experience he gained as township manager translates well to his Senior Leadership position as he is responsible for overseeing planning, human resources, and budgeting for the College. Also serving in Senior Leadership is the Vice President of Workforce Development, Anna Payanzo Cotton. Ms. Payanzo Cotton holds a Master of Public Health degree from the University of Pennsylvania and has 15 years' experience in non-profit county leadership roles, including her prior role as the Burlington County Human Services Director where she was responsible for the integration of six county divisions including employment and training into a streamlined service delivery system. The final and newest member of the RCBC Senior Leadership team is Dr. Karen Archambault, Vice President of Enrollment Management and Student Success. Dr. Archambault has an Ed.D. in Educational Leadership from Rowan University and previously served as the College's Dean of Enrollment Management from September 2015 to her promotion to Vice President on September 1, 2018.

In addition to his Cabinet meetings with the four Vice Presidents, the President coordinates Senior Leadership Team meetings with next tier representatives from each of the areas led by the Vice Presidents. These meetings occur every other week and clearly demonstrate and facilitate transparency and communication among senior administrators. Attendees include the Associate Provost; Academic Deans of Liberal Arts, STEM, Health Sciences, and Distance Learning; Deans of Enrollment Management and Student Success; Executive Directors from Marketing and Communications, Finance and Human Resources, and Workforce Development; Chief Operating Officer; and Chief Information Officer.

Administration and leadership of the college regularly engage in interaction with students, faculty, and staff. Some examples of senior administrator/student interaction include the EOF program's annual Summer Institute. During this program, students are introduced to college

administrators who can have a transformative impact on their college experience. The President, Provost, and Deans provide welcoming comments and participate in presentations and activities that help the students learn about campus resources. During fall and spring semesters, all students are invited to Pizza with the President, which is jointly sponsored by the President's Office and Student Life. These events offer students an opportunity to learn about campus initiatives, meet the Senior Leadership, and ask questions. The program, valued by students for both the engagement opportunity and the free food, is hosted three times a semester in common areas or lounges. Additional opportunities for engagement with Senior Leadership include the annual Academic Awards assembly; induction ceremonies for Phi Theta Kappa (PTK) and the National Student Leadership Society (NSLS); Open House; Graduation; EOF Graduation; Foundation sponsored events like Dress for Success; a Red Carpet Admissions Event; Black History Month events and other celebratory occasions.

Every administrator is evaluated annually. The aim of the College's annual evaluation process is to support and reinforce the principles of accountability, integrity, performance, and professional competence that govern and apply to the institution's managers and professional staff. Evaluation is an ongoing and continuous process which requires a clear understanding of expectations and performance standards between employees and their supervisors. The process also includes sound lines of communication and feedback between the parties. The College encourages and expects supervisors to communicate frequently with their staff, address concerns as they arise, and provide on-going expectations to their staff. The formal annual evaluation reviews administrators based on their performance in the following fifteen areas: Job Knowledge, Interpersonal Skills, Adaptability, Problem Solving/Decision Making, Communication, Use of Technology, Quality Improvement/Initiative, Supervision/Leadership/Teamwork, Customer Service, Budget, Attendance, Meeting Deadlines, Judgement, Acceptance of Responsibility, and Planning.

Governance

Rowan College at Burlington County's Governance structure consists of four units: Faculty, Students, Administration and Support Staff. These Senates represent constituents throughout the college community and foster an effective system of shared governance. Board Policy 903-A, Governance, states that the College's governance structure is "...intended to foster and improve communications and collegiality" within the campus community. With three collective bargaining units representing faculty, support staff, and safety officers, the Board policy makes a clear differentiation between the roles of the Governance Senates and collective bargaining units. The policy states, "Governance is not intended to interfere in any way with the collective bargaining process, nor should the collective bargaining process interfere in any way with governance…Officers, board members, other representatives or negotiators of collective bargaining units many not serve simultaneously as officers, board members, representatives or in any other elected or appointed capacity of their respective senates."

Governance meetings, which are hosted by the College President three times a semester, provide an opportunity for the leadership of each governance unit to present the activities and issues raised at their individual Senate meetings throughout the semester. Through these governance meetings, the President, Senior Leadership, and the Senior Leadership Team provide updates on college goals and initiatives. The President's office takes ownership of concerns raised by the leadership of the Senates on behalf of their membership, and recommendations and actions of college staff involved in resolving raised issues are shared. This process encourages consistent information and shared responsibility throughout the college. Progress on resolutions to the issues and concerns raised by the Senates are then reported back to the Senates' membership by their leaders.

This governance structure at Rowan College at Burlington County has proven to be an effective modality for positive change across the college campus. Through the means of open communication across Senate bodies in conjunction with the President's leadership team, RCBC has cultivated a working governance process that has resulted in tangible and significant progress being made in several key areas that effect the day-to-day workings of the college campus. Current changes that have successfully been implemented include:

- Creation of Sign-Now. This is a paperless electronic program that allows for digital signatures to be added to official college forms and documents. This new electronic system helps streamline paper trails to more efficiently complete and track paperwork across departments.
- Implementation of an updated student attendance policy. Faculty are required to take attendance and grade penalties for absence will be imposed when a student exceeds a ten percent absence rate. The penalty cannot exceed 10% of the final grade.
- Redesign of the Tenure Policy and removal of the Lecturer position.   Historically RCBC had adopted a unique tenure track procedure. In 1991, then Burlington County College, created the rank of Lecturer. Lecturers at the time were temporary full-time teaching positions that were assigned to new hires. In 1996 the Lecturer position became the pre-requisite position to entering into a full-time tenure track position. For over 20 years, on average it would take full-time faculty five years to achieve the rank of Instructor Tenure Track and a total of 10 years to achieve tenure status. After years of conversations through faculty senate, governance, and with many members of the President's Senior Leadership Team, the procedure and policy was redesigned in 2016. The elimination of the position of Lecturer was implemented and today RCBC is in line with traditional tenure protocols of five years of service before tenure review.
- Proctoring Initiative. In fall 2018, the Faculty Senate brought the need for additional proctoring software to the Governance floor. That conversation started a campus wide conversation which included Distance Learning, Test Center, Faculty, and Senior Administration. A survey of initial need was administered and collected for data analysis, then Senior Vice President/Provost, Dr. David Spang held a meeting with all full-time faculty to gather more information and continue the conversation. The goal of the conversation was to ensure that any decisions made in the future regarding proctoring will be grounded in pedagogical need and best practice. Proctoring conversations are still

taking place, but it is due to the Governance process that this issue has been given the requisite attention and priority.

The RCBC Governance system is truly a machine that does not rest. Issues, questions, and concerns are constantly being cycled through the Governance process and college-wide changes result from the process. Changes are based on need, pedagogy, efficiency, cost, and collaboration of departments.

Periodic Assessment of Governance, Leadership, and Administration

In an effort to assess staff, faculty, and student familiarity with the administrative personnel and structure of the college, surveys were sent out to the respective college populations in spring 2018. The goal of the staff survey was to measure constituents' perceptions regarding transparency of the Senior Leadership team. All ratings were on a 5-point scale with 5 being the highest rating and 1, the lowest. The results from the staff survey indicated that 70% of the 115 respondents rated the Senior Leadership's support for the College President in fulfilling his role and responsibilities with a 4 or better. 50% of the respondents rated a 4 or better for the College's Senior Leadership's visibility on campus and 54% rated Senior Leadership's accessibility as a 4 or better. In terms of availability of opportunities to meet with and speak to College Senior Leadership members, 52% of the staff respondents rated this a 4 or better and 64% expressed high levels of confidence in the experience and expertise of the Senior Administrators (4 or better).

In addition to the staff survey, questions regarding the accessibility and visibility of Senior Leadership were added to a spring 2018 Student Survey. The student responses indicated that the majority of student respondents either agree or strongly agree that Senior Leadership and administrators at the College are adequately visible and accessible. Of the 267 students who responded, 67% felt that College administrators are accessible to students by indicating a score of 4 (36%) or 5 (31%). Additionally, 25% of the respondents indicated that they have attended at least one event in which a member of the College's Senior Leadership and/or administration were present. As stated previously, many of the events that the College's Senior Leadership and administration attend provide ideal opportunities for students to meet and interact with administration and allow them to ask questions or raise concerns on a one-on-one basis.

Conclusions, Strengths, and Opportunities for Improvement and Innovation

Conclusions

Table 7.4   Executive Summary

Section	Criteria Addressed
Board of Trustees	Criteria 1, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 2i Requirement 12, 13
College President	Criteria 1, 3a, 3b, 3c, 3d, 4e Requirement 12
Senior Leadership	Criteria 1, 4a, 4b, 4c, 4d, 4e, 4f Requirement 12
Governance	Criteria 1, 4e Requirement 12
Periodic Assessment of Governance, Leadership, and Administration	Criteria 4e, 4f, 5

Rowan College at Burlington County meets the criteria for Standard for Accreditation VII and Requirements of Affiliation 12 and 13.

Strengths

1. A strong system of shared governance, which has resulted in positive institutional improvements including updates to college procedures on space utilization and campus services, creation of an improved online form process (Sign Now), and communication regarding proposed policy updates.
2. Demonstrated resiliency and dedication of faculty, staff and administration in the continual fulfillment of the college mission and goals during transitional periods of leadership through effective governance and established processes.

Opportunities for Improvement and Innovation

14. Implement a formalized performance review process of the College President by the Board of Trustees.
15. Introduce an assessment process for the Senates within governance to ensure accuracy of by-laws, structure, and purpose.

Table 7.5 Standard VII Work Group Members

Dr. Catherine Briggs	**Dean, Student Success**	**Work Group Co-Chair**
James Judge	**Assistant Professor, Liberal Arts**	**Work Group Co-Chair**
Ashley Adeshina	Student Representative	Group Member
James Brudnicki	Director of Culinary and Pastry	Group Member
Heather Conger	Director, Intercollegiate Athletics	Group Member
Edith Corbin	Director, Educational Opportunity Fund	Group Member
John Costa	Director, Student Life	Group Member

Andrew Eaton	Assistant Director, Public Safety and Emergency Management	Group Member
Daniel Egan	Manager, Multimedia Services	Group Member
Zaneb Ghanem	Assistant Director, Enrollment Services	Group Member
Dr. Erica Osmond	Assistant Professor, Speech	Group Member
Dr. Elizabeth Price	Associate Dean, STEM	Group Member
Lisa Watlington	Instructor, Health Information Technology	Group Member
Jonathon Weisbrod	Instructor, Mathematics	Group Member
Jayne Yantz	Instructor, Art	Group Member