Self-Study Design

Middle States Commission on Higher Education

March 26, 2018

CONTENTS

RAMAPO COLLEGE OF NEW JERSEY
SELF-STUDY DESIGN

Institutional Overview

Mission: Ramapo College is New Jersey's premiere public liberal arts college dedicated to providing students a strong foundation for a lifetime of achievement. The college is committed to academic excellence through interdisciplinary and experiential learning, and international and intercultural understanding. Ramapo College emphasizes teaching and individual attention to all students. We promote diversity, inclusiveness, sustainability, student engagement, and community involvement.

Vision: As the region's premier public liberal arts college, Ramapo College of New Jersey prepares students to be successful leaders for a changing world through its distinctive commitments to hands-on learning and faculty-student mentoring.

Established in 1969, Ramapo College offers bachelor's degrees in the arts, business, humanities, social sciences, and theoretical and applied sciences. Degrees also are offered in professional studies, which include business, elementary education, nursing, and social work. The College offers graduate programs leading to degrees in Accounting, Business Administration, Educational Technology, Educational Leadership, Nursing, Social Work, and Special Education. The College also offers articulated programs including dental, optometry, chiropractic, health professions, visual arts therapy, and law with institutions in New Jersey and New York. Ramapo College has an average student/faculty ratio of 18:1 and an average class size of 23, affording students the opportunity to work closely with exceptional faculty.

Ramapo's mission also encompasses the core values of developing the whole person and respecting each other and our environment. The international mission is accomplished through a wide range of study abroad and student exchange links with institutions all over the world. Additional experiential programs include internships, co-ops, and service learning.

As articulated in the current Strategic Plan, the College will continue to focus the work of the institution towards four goals:

1) Advance Academic Excellence and Engagement

2) Enhance Financial Strength and Institutional Sustainability

3) Improve Internal and External Relations and Communications

4) Cultivate and Support Diversity and Inclusiveness

These four goals have guided the College in accelerating as well as maintaining growth and development in student enrollment, retention, and graduation rates. These goals have provided focus in the areas of support services, faculty and staff development, research activities, and facilities enhancement and acquisition. In the preparation phase of this Self-Study, Ramapo College of New Jersey has formed a constituency composed of individuals who represent essential and diverse institutional perspectives.

Intended Outcomes of the Self-Study

The Self-Study process will present a focused opportunity for both an internal and external critical review towards delineating Ramapo College's performance and progress as it relates to the Standards of the Middle States Commission on Higher Education (MSCHE). Based on the seven accreditation standards of MSCHE, the intended outcomes of the Self-Study are:

- Reaffirmation of accreditation by the Middle States Commission on Higher Education

- Examination and articulated clarity of the effectiveness in the assessment processes for student learning outcomes in the continuous enhancement, improvement, and restructuring of the curriculum

- Formation of a list of improvements and innovations which will provide the foundation for the development of the College's next Strategic Plan

Model for the Self-Study

Ramapo College of New Jersey will use the standards-based approach as the model in alignment with the MSCHE Standards for Accreditation, Requirements of Affiliation, and Verification of Compliance with Accreditation-Relevant Federal Regulations. Using this model, Ramapo College of New Jersey will be able to clearly see its areas of success as well as those that require analysis and evolution in methodology, implementation, and assessment towards continuous institutional improvement. The information derived from this model will provide the foundation for the College's next Strategic Plan.

Organizational Structure of the Steering Committee and Working Groups

For the 2020 review, the Steering Committee will have a Co-Chair structure and consist of members from the Office of Institutional Research, Office of Planning, Board of Trustees, and Student Government Association.

Working under the auspices of the Steering Committee will be a Working Group for each of the seven MSCHE Standards. There also will be a Verification of Compliance Group, Design Group, Communication Group, and Editor. Each Standard Working Group consists of Co-Chairs with group membership of no fewer than six and no more than ten members. All of the Working Groups consist of faculty, administrators, and staff from across the college community.

The Steering Committee will work closely with each of the Working Groups to identify areas of connectivity in not only avoiding duplication of efforts but also in synthesizing important information and statistical data in demonstrating compliance with each of the seven standards.

The Accreditation Liaison Officer will work closely with the Steering Committee and stay in direct contact with the MSCHE Liaison/Vice President during the process of compiling the Self-Study Report toward the Peer Evaluation Team Visit.

The final Self-Study Report will be organized as follows: executive summary, chapters addressing each of the MSCHE seven standards, conclusion, and appendices.

Accreditation Liaison Officer

- Emily Williams, Vice Provost for Curriculum and Assessment

Steering Committee

Co-Chair: Stephanie Sarabia - Associate Professor and Convener Social Work

Co-Chair: David Nast - Director, Office of Specialized Services

- Gurvinder Khaneja – Director, Office of Institutional Research

- Dorothy Echols Tobe – Chief Planning Officer, Office of Planning

- Board of Trustees – (TBD) Member-at-Large

- Board of Trustees – (TBD) Member-at-Large

- Stephan Lally – President, Student Government Association (SGA) Member-at-Large

- Max Koestler – Freshman, Student Government Association (SGA) Member-at-Large

- Stephanie Steiner-Otto – Freshman, Student Government Association (SGA) Member-at-Large

Holistic Charge to the Working Groups

Utilizing an in-depth and reflective review of Ramapo College of New Jersey's success in not only continuing to adhere to its mission and goals but also in meeting the Seven Standards and Requirements of Affiliation of MSCHE accreditation, Working Groups have been formed and will work in collaboration with one another and in cooperation with the Steering Committee. Each of the Working Groups is responsible for having a broad understanding of all the Standards and Requirements of Affiliation with an in-depth understanding and focus on their assigned Standard towards demonstration of successful compliance and forward progress.

Specifically, all Working Groups will:

- Review the 2010 Decennial Review Report, 2012 Monitoring Report, and the 2015 Periodic Review Report to determine progress made [to date] in line with the recommendations and suggestions emanating from those reports

- Review the recommendations and suggestions based on the previous standards (14) with a view towards responding on progress based on the current standards (7)

- Review and command a deep understanding of the Self-Study Report Process, MSCHE Standards for Accreditation, Requirements of Affiliation, and Verification of Compliance with Accreditation-Relevant Federal Regulations

- Develop an in-depth knowledge, understanding, and communication ability on the history, mission, vision, and values of Ramapo College of New Jersey in connection with the MSCHE Standards

- Identify – as a first point of departure in the work of the group(s) – sources of information both internal and external that will inform the clear articulation of meeting the requirements of accreditation reaffirmation

- Use the templates provided by MSCHE in collecting information in a systematized manner for synthesis in writing the Self-Study Report

- Develop methodologies across Working Groups to use information to prepare a clear Self-Study Report free of excessive prose and jargon

- Generate written draft reports in accordance with the timetable for continuous review and revision leading to the final Self-Study Report

- Match the narrative articulation of meeting MSCHE Standards with documentation provided via the Evidence Inventory

- Analyze Ramapo College of New Jersey's success as well as challenges in articulating how the standards have been met

- Project future pathways in charting Ramapo College of New Jersey's continuous improvement and progress in the development of its next Strategic Plan

Working Group for 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.

Charge:

- ❖ Understand and clearly articulate the mission and goals of Ramapo College of New Jersey

- ❖ Review and clearly articulate how Ramapo College of New Jersey adheres to the mission and goals in its operations (academic and administrative)

- ❖ Review, determine, and clearly articulate Ramapo College of New Jersey's levels of success in adhering to the current mission and goals towards future planning

Co- Chair: Eddie Saiff – Interim Dean, School of Theoretical and Applied Sciences

Co-Chair: Barbara Harmon-Francis – Director, Educational Opportunity Fund (EOF) Program

- Donna Gibson – Professor, Psychology

- Cardacia Davis – Field Education Coordinator

- Susan Kurzmann - Reference Librarian/Faculty

- Rebecca Root - Associate Professor, Political Science and Director of the Honors Program

- Purvi Parekh - ITS/Banner Systems Analyst

Working Group for 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, and adhere to its policies, and represent itself truthfully.

Charge:

- ❖ Review, examine, and clearly articulate the implementation of policies, procedures, and contracts for integrity and ethical practices (align with MSCHE Requirements of Affiliation and Accreditation-Relevant Federal Regulations)

- ❖ Review and clearly articulate how the mission and values of Ramapo College of New Jersey are continuously addressed with integrity and in an ethical manner

Co-Chair: Melissa Van Der Wall - Dean of Students

Co-Chair: Mike Tripodi – General Counsel

- Jacqueline Braun – Assistant Professor, Experimental Psychology

- Jill Brown – Associate Director, Office of Human Resources

- Beth Foster – Associate Registrar, Office of the Registrar

- Bridgette Quimpo – Athletics/Coach

Working Group for 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.

Charge:

- ❖ Examine academic programs of Ramapo College of New Jersey for rigor and coherence consistent with higher education expectations

- ❖ Explain how the mission of Ramapo College of New Jersey is fulfilled in its delivery of academic programs across instructional modalities that meet and exceed higher education expectations

Co-Chair: Aaron Lorenz – Dean, School of Social Science and Human Services

Co-Chair: Ben Levy – Director, International Education

- Tim Babasade – ITS/Director of Client Services

- Michael Bitz – Professor, Education and Director of the Instructional Design Center (IDC)

- Rick Brown – Director, Center for Student Involvement

- Kelly Dolak – Associate Professor, Television Production

- Nicholas Salter – Associate Professor, Industrial and Organizational Psychology and Director of the Faculty Resource Center (FRC)

Working Group for 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 experience, and fosters student success.

Charge:

- ❖ Explain how the mission of Ramapo College of New Jersey is reflected in the commitment to student success through support services

- ❖ Examine and demonstrate how the mission of Ramapo College of New Jersey is reflected in recruitment, admission, retention, and graduation policies and practices

Co-Chair: Elizabeth Siecke – Dean, College Library

Co-Chair: LaQuan Norman – ASB and Associate Director, Cahill Career Development Center

- Stephanie Barlow – Assistant Director, Residence Life

- Meredith Davis – Associate Professor, Art History

- Benjamin Fine – Assistant Professor, Computer Science

- Tom Kitchen – Director, Center for Reading and Writing

Working Group for Standard V – Educational Effectiveness Assessment

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

Charge:

❖ Explain how the mission of Ramapo College of New Jersey is reflected in the articulations and practices of student learning acquisition

❖ Examine and demonstrate how Ramapo College of New Jersey engages in processes of evidenced-based and outcomes-specific measures in assessing student learning

Co-Chair: Susan Hangen – Interim Dean, Salameno School of Humanities and Global Studies

Co-Chair: Peter Campbell – Interim Dean, College of Contemporary Arts

- Paramjeete Bagga – Professor, Bioinformatics

- Sarah Carberry – Associate Professor and Convener, Chemistry

- Christina Connor – Assessment and Instruction Librarian/Faculty

- Timothy Haase – Assistant Professor, Economics

- Shaziela Ishak – Associate Professor, Psychology

- Jacqueline Skrzynski – Associate Professor, Painting and Drawing

- Taylor Tapp – Research Analyst, Planning

- Michael Unger – Associate Professor, Political Science

Working Group for 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.

Charge:

❖ Demonstrate how the planning processes, resources, and institutional improvement methodologies of Ramapo College of New Jersey fulfill its mission

❖ Examine the methodologies by which Ramapo College of New Jersey engages in its assessment of the effectiveness of governance, leadership, and administration

- ❖ Demonstrate how Ramapo College of New Jersey has and plans to evolve based on the twenty-first century climate for higher education

- Co-Chair: Kathy Stathis – Senior Budget and Systems Analyst

- Co-Chair: Jason Hecht – Professor, Finance

- Naseem Choudhury – Associate Professor, Psychology

- Joseph Connell – Assistant Vice President, Student Success

- Angela Cristini – Assistant Vice President, Grants and Sponsored Programs

- Robin Keller – Director of Applications, ITS

- Kathryn Yeaton – Associate Professor, Accounting

Working Group for 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.

Charge:

- ❖ Demonstrate how the mission of Ramapo College of New Jersey is implemented through its governing, leadership, and administrative bodies

- ❖ Examine how Ramapo College of New Jersey engages in determining the effectiveness of shared governance through a systematic assessment process of administrative and academic functions

- ❖ Examine how Ramapo College of New Jersey responds to evolving administrative priorities while prioritizing its academic purpose

Co-Chair: Brittany Williams-Goldstein – Chief of Staff/President's Office

Co-Chair: Ed Petkus – Dean, Anisfield School of Business

- Kathy Burke – Assistant Dean, Nursing

- Karl Johnson – Associate Professor, African American Studies

- Ken McMurdy – Associate Professor, Mathematics

- Linda Pepe – Comptroller, Institutional Advancement

- Rachel Jaffe Marko – Office of the Registrar

Working Group for Compliance

Charge: Provide documentation of policies and procedures that are in writing, approved, and administered through applicable institutional processes, as well as published and accessible to those impacted. Institutional and reviewer templates provided by MSCHE will be used and uploaded according to the dates specified by MSCHE.

Co-Chair: Michele Dunn – Registrar, Office of the Registrar

Co-Chair: Shawn O'Neill – Director, Office of Financial Aid

- Nicole Morgan Agard – Chief Diversity Officer, Office of the President

- Amanda Beecher – Associate Professor, Mathematics

- Patricia Chavez – Director, Internal Audit

- Kathleen Hallissey – Director, Student Conduct

- Peter Rice – Director, Office of Admissions

- Mihaela Serban – Associate Professor, Law and Society

- Karen Norton – Assistant to the Dean, Anisfield School of Business

Working Group for Communications

Charge:

- ❖ Develop, coordinate, and implement an effective communication plan for the entire campus and local community

- ❖ Communicate directly with the Steering Committee on published sites of information, as well as the accuracy and timeliness of all information

Melissa Horvath – Assistant Vice President, Marketing and Web Administration

Angela Daidone – Public Relations Specialist, Communications and Public Relations

Working Group for Design/Layout

Charge:

- ❖ Final layout and design of the Self-Study Report

Trish Williams – Team Implementation Specialist, Instructional Design Center

Christine Sterling – Assistant, Communications and Public Relations

Editor

Charge:

- ❖ Ensure that the *Guidelines for Reporting* are met in all draft and final documents

- ❖ Ensure that the final organization of the Self-Study Report conforms to the *Final Self-Study Report Guidelines*

- ❖ Write the final Self-Study Report [from submitted Working Group Drafts synthesized by the Steering Committee] in one authorial voice

- ❖ Edit the final Self-Study Report for submission to MSCHE and internal constituencies

Claudia Esker – Assistant Director, Grants and Sponsored Programs

Guidelines for Reporting

These guidelines are created to provide the specifications for structure, style, and formatting of each Working Group Report. It is important that each Working Group strictly adhere to these guidelines as each report will be synthesized into one report – the final Self-Study Report submitted to MSCHE. The structure, style, and formatting of the document must be as follows:

1. Each Working Group will submit draft reports of no more than fifteen single-spaced pages leading to the final report, which will be approved by the Steering Committee

2. Each Working Group will adhere to the submission dates as specified in the Self-Study Timeline

3. Each report will be written using the current version of Microsoft Word employing embedded tables, as necessary

Editorial Style and Format

1. Use of Standard American English in all matters of grammar, punctuation, and mechanics

2. Do not use dashes; instead, use colons

3. Do not use punctuation in bulleted lists after lines that are not sentences

4. Place the period inside quotation marks, as necessary

5. Use one space after colons, semi-colons, periods, and other terminal punctuation

6. Use APA in all matters of citation and documentation of sources

7. APA Style End Notes must be used and References page(s) at the end of each draft Working Group Report, as well as the final report submitted to the Steering Committee

8. APA Style: use words for numbers below 10 and numerals for numbers 10 and above http://blog.apastyle.org/apastyle/2014/06/comparing-mla-and-apa-numbers.html

9. APA Style: use the plural verb for data (e.g., *data are*)

10. In the use of e.g., i.e., etc., and et.al., be sure to use the comma after the abbreviation

11. Avoid abbreviations in most matters except as in the reference above

12. Introduce acronyms in parentheses after the first use of the full term/phrase in each section of your report

13. Create an Appendix for Acronyms

14. Use third person; never use first person (neither singular nor plural – *I, we*)

Font:	Use 11-point Times New Roman font
Justification:	Left-justified text; no justified/block formatting
Margins:	1" left and right; 1" top and bottom
Spell Check:	American English Spelling Dictionary
Use of Dates:	MM-DD-YY
Line Spacing:	Single
Paragraphs:	No indentation
Headings:	Level 1: Bold
Headings:	Level 2: Underlined
Formatting:	Headings use only two levels: Bold and Underlined
Formatting:	Use *italics* to emphasize words and phrases
Formatting:	Do not use underlining for titles; use italics

Tables:	Use the insert Table function in Microsoft Word; shading *only used* in the first row and first column (as necessary); table content is single-spaced
Captions:	Table Captions – Top left-side of the table
Numbering:	Page numbers are aligned to the right in Times New Roman; font size 9
Footers:	Page Numbers appear in the footer with the text – Self-Study Report 2020 in Times New Roman; font size 9
Graphics:	JPEG, PNG, and/or GIF
File Name:	Working Group Number and Date (e.g., Working Group 1 2-11-18.doc)
Lists:	Names of people, units, and organizations must be alphabetized
Nomenclature:	When referring to this report in writing, it should be as Self-Study (hyphenated form of the two words)

Organization of the Final Self-Study Report

Reports from the Working Groups will be synthesized into one final Self-Study Report and submitted to MSCHE in the Spring of 2020. The final report will be organized as follows:

Executive Summary

    A. Overview of Chapters and Content

    B. Diagram of the Self-Study Document

    C. The Strategic Plan

Chapter I: Ramapo College of New Jersey

    A.   Institutional Profile

    B.   Mission, Vision, and Values

Chapter II: Description of the Self-Study Process at Ramapo College

    A. Overview

    B. Analysis, Summary of Findings, Improvements, and Innovations

    C. Appendices (Links provided to Evidence Inventory)

Chapter III: Organizational Structure of the Steering Committee and Working Groups

A. Overview

B. Analysis, Summary of Findings, Improvements, and Innovations

C. Appendices (Links provided to Evidence Inventory)

Chapter IV: Standard I – Mission and Goals

A. Overview

B. Analysis, Summary of Findings, Improvements, and Innovations

C. Appendices (Links provided to Evidence Inventory)

Chapter V: Standard II – Ethics and Integrity

A. Overview

B. Analysis, Summary of Findings, Improvements, and Innovations

C. Appendices (Links provided to Evidence Inventory)

Chapter VI: Standard III – Design and Delivery of Student Learning Experience

A. Overview

B. Analysis, Summary of Findings, Improvements, and Innovations

C. Appendices (Links provided to Evidence Inventory)

Chapter VII: Standard IV – Support of the Student Learning Experience

A. Overview

B. Analysis, Summary of Findings, Improvements, and Innovations

C. Appendices (Links provided to Evidence Inventory)

Chapter VIII: Standard V – Educational Effectiveness Assessment

A. Overview

B. Analysis, Summary of Findings, Improvements, and Innovations

C. Appendices (Links provided to Evidence Inventory)

Chapter IX: Standard VI – Planning, Resources, and Instructional Improvement

    A. Overview

    B. Analysis, Summary of Findings, Improvements, and Innovations

    C. Appendices (Links provided to Evidence Inventory)

Chapter X: Standard VII – Governance, Leadership, and Administration

    A. Overview

    B. Analysis, Summary of Findings, Improvements, and Innovations

    C. Appendices (Links provided to Evidence Inventory)

Conclusion: Major Findings, Improvements, and Innovations

Appendices

    Evidence Inventory/Documentation Roadmap

    References

Timeline for the Self-Study and Evaluation

Level One - Spring 2018 Initiation of the Self-Study

- Write Self-Study Design
- Meet with President and Provost to discuss Self-Study Design
- Hold College-Wide Town Halls to discuss the Reaffirmation of Accreditation Process
- Submit Self-Study Design to MSCHE Liaison, Dr. Stephen Pugliese
- Responsible Group/Individuals **-** RCNJ Liaison to MSCHE

Final Product Due Date – Friday, February 23, 2018

- MSCHE Liaison, Dr. Stephen Pugliese, comes to campus for the Self-Study Preparation Visit
- Dr. Pugliese meets with President, Steering Committee, Governing Board, Faculty, Staff, and Students
- Dr. Pugliese provides information on necessary revisions to the Self-Study Design and determines date for resubmission
- Responsible Group/Individuals **-** RCNJ Liaison to MSCHE, Steering Committee, and Working Groups

Final Product Due Date – Wednesday, March 7, 2018

- Steering Committee and Working Group Chairs meet to review feedback on the draft Self-Study Design and make changes, as necessary
- Responsible Group/Individuals **-** RCNJ Liaison to MSCHE, Steering Committee, and Working Groups

Final Product Due Date – Wednesday, March 20, 2018

- Approval by President, Cabinet, RCNJ Liaison, and Steering Committee of Self-Study Design changes
- Revised Self-Study Design submitted to MSCHE
- Responsible Group/Individuals – RCNJ Liaison

Final Product Due Date – Tuesday, April 10, 2018

Level Two – Summer 2018 Self-Study Design Approved

- Meeting of Steering Committee, Working Groups, and RCNJ Liaison to review Charges and Timeline
- Responsible Group/Individuals **-** Steering Committee and Working Group Chairs

Final Product Due Date – Wednesday, May 16, 2018

- First Meeting of Individual Working Groups
- Responsible Group/Individuals **-** Working Group Chairs and Working Groups

Final Product Due Date – Wednesday, May 23, 2018

- Progress Report from Working Groups
- Schedule for Fall Reviewed by Steering Committee
- Responsible Group/Individuals – Steering Committee

Final Product Due Date – Thursday, June 07, 2018

- President's Cabinet Meeting
- Updates on Self-Study Working Groups' Meetings

- Review of Necessary Federal Compliance Documents Required
Responsible Group/Individuals – President, President's Cabinet, RCNJ Liaison, and Steering Committee

Final Product Due Date – Monday, June 11, 2018

- Working Group on Compliance Meets to Review Reporting Format for Data
- Data collection begins; first report due for Steering Committee Review
- Responsible Group/Individuals – Working Group on Compliance, Steering Committee, and RCNJ Liaison

Final Product Due Date – Monday, June 12, 2018 (Meeting)
Final Product Due Date – Monday, June 25, 2018 (Initial Report)

- Meeting with Steering Committee with the RCNJ Liaison – Progress Update
- Schedule for Fall reviewed by Steering Committee with RNCJ Liaison
- RCNJ Liaison checks in with MSCHE Liaison on progress
- Responsible Group/Individuals – Steering Committee and RCNJ Liaison

Final Product Due Date – Friday, June 29, 2018

Level Three – Fall 2018 Gathering Evidence, Draft Document Preparation, and Review

- Status Update Meeting – Assignments Re-emphasized and Distributed
- Responsible Group/Individuals – Steering Committee, Working Groups, and RCNJ Liaison

Final Product Due Date – Wednesday, September 5, 2018

- Working Group Meetings
- Responsible Group/Individuals – Working Groups

Final Product Due Date – Week of September 10, 2018

- Working Group Meetings
- Responsible Group/Individuals – Working Groups

Final Product Due Date – Week of September 17, 2018

- First Draft of Working Group Reports (strict adherence to *Guidelines for Reporting*) submitted to Steering Committee for review
- Responsible Groups – Working Groups and Steering Committee

Final Product Due Date – Monday, October 15, 2018

- Steering Committee prepares First Draft of Report for Review by RCNJ Liaison, President, Board of Trustees, and President's Cabinet
- Responsible Groups – Steering Committee

Final Product Due Date – Tuesday, October 30, 2018

- Steering Committee Reports Back to Working Groups on Necessary Modifications
- Charge and Schedule Given for Work of Spring 2019
- Responsible Groups – Working Groups, Steering Committee

Final Product Due Date – Monday, November 12 (Meeting with all Working Groups)

Level Four – Spring 2019 Gathering Evidence, Draft Document Preparation, and Review

- Working Group Reports Revised Based on Fall 2018 Directives
- Responsible Group/Individuals –Working Groups
Final Product Due Date – Monday, January 21, 2019

- Working Group Meetings with Steering Committee to Discuss Movement to First Formal Draft
- Responsible Group/Individuals – Working Groups
Final Product Due Date – Week of February 4, 2019

- Working Group Meetings
- First Formal Draft Completed (strict adherence to *Guidelines for Reporting*) submitted to Steering Committee
- Responsible Group/Individuals – Working Groups
Final Product Due Date – Monday, February 25, 2019

- First Formal Drafts of Working Group Reports discussed collectively by Steering Committee with groups to identify gaps and cross-references submitted to Steering Committee for review
- Charges given for preparation of the Second Formal Draft
- Working Groups Charged to Complete the Evidence Inventory
- Responsible Groups – Working Groups, Steering Committee, and RCNJ Liaison
- Three-hour meeting
Final Product Due Date – Monday, March 18, 2019

- Second Formal Drafts of Working Group Reports submitted
- Steering Committee reviews and makes necessary revisions
- Evidence Inventory for all Working Groups Completed; Steering Committee makes adjustments
- Responsible Groups – Working Groups and Steering Committee
- Three-hour meeting
Final Product Due Date – Tuesday, April 2, 2019

- Second Formal Drafts of Working Group Reports discussed with President, President's Cabinet, and Board of Trustees
- Second Formal Drafts of Reports reviewed by campus community for comments and revisions
- Responsible Groups – Steering Committee, RCNJ Liaison, President, President's Cabinet, Board of Trustees, and Campus Community
- Two-hour meeting
Final Product Due Date – Tuesday, April 23, 2019

Level Five – Fall 2019 Draft Document Review and Formatting

- Draft of Final Self-Study Report prepared (digital and print versions)
- Responsible Group/Individuals – Steering Committee, Editor, Design/Layout Group, and RCNJ Liaison
Final Product Due Date – August and September 2019

- Draft of Final Self-Study Report reviewed by President, President's Cabinet, Board of Trustees, and Campus Community
- Responsible Group/Individuals – Entire RCNJ Community
Final Product Due Date – Tuesday, October 1, 2019

- Chair of Peer Evaluation Team conducts preliminary visit, reviews draft Self-Study Report, and provides feedback
- Responsible Group/Individuals – Steering Committee, RCNJ Liaison, Working Groups, President, President's Cabinet, Board of Trustees, and Campus Community

Final Product Due Date – Week of October 21, 2019

- Finalize arrangements for hosting Peer Evaluation Team for Spring 2020 Campus Visit
- Responsible Group/Individuals - RCNJ Liaison, Steering Committee, and Office of the Provost Staff

Final Product Due Date – TBD

- Verification of Compliance Materials completed and sent to MSCHE
- Responsible Group/Individuals – Working Group on Compliance, Steering Committee, RCNJ Liaison

Final Product Due Date – Monday, December 9, 2019

Level Six – Spring 2020 Final Self-Study Report Submitted, Peer Review Team Visit, and MSCHE Ruling

- Final Self-Study Report (digital and print versions) double-checked for accuracy and submitted to Peer Review Team Members
- Responsible Group/Individuals – Steering Committee, Editor, Design/Layout Group, RCNJ Liaison, and President

Final Product Due Date – Monday, January 13, 2020

- Prepare and hold campus visit for Reaffirmation of Accreditation
- Responsible Group/Individuals – President. RCNJ Liaison, and Office of the Provost Staff

Visitation Review Date – March 2020

- Peer Review Team makes recommendations to MSCHE (March – April)
- Institutional Response to Findings (March – April)
- Responsible Group/Individuals – President. RCNJ Liaison, and Office of the Provost Staff

MSCHE makes ruling (June 2020)

Communication Plan

Ramapo College of New Jersey is aware of the importance of institutional accreditation to the entire community of students, faculty, staff, and administrators. As such, a central component of our reaffirmation of accreditation process will be regular and clear communication about processes, activities, reports, and external visitation reviews. Toward such clarity, Ramapo College of New Jersey offers the following Communication Plan in both disseminating information and in receiving feedback. This Communication Plan is organized to promote transparency and inclusiveness in the articulation of our Self-Study Review process and the associated policies, procedures, documents, and data that support our assessment of compliance with the Standards of The Middle States Commission on Higher Education as well as our Compliance with Accreditation-Relevant Federal Regulations.

This Communication Plan will evolve (from this present articulation) in its detail as Ramapo College of New Jersey (RCNJ) moves beyond these initial stages of the Self-Study Review process.

The Communication Plan, to date, is as follows:

February 2018	Campus Community is informed via Town Hall Meetings, College Website, and internal Announcement Boards of the 2020 Review by Middle States Commission on Higher Education (MSCHE)
	Information on Standards, Requirements of Affiliation, Compliance Requirements, and External Visitations will be made available to faculty, students, staff, Board of Trustees, and President's Cabinet
	Self-Study Design submitted to MSCHE
	Steering Committee and Working Groups announced to the Campus Community
Spring/March 2018	Campus Community engages in Self-Study Preparation Visit with MSCHE Liaison, Dr. Stephen Pugliese on March 7, 2018
	Accreditation Website created by Communications and Design Working Groups for Monthly Updates on the accreditation process; accessible to campus community and all visiting the Ramapo College website
May/Summer 2018	Self-Study Design Approved
	Steering Committee develops a communication plan for feedback in seeking support from all stakeholders in the Self-Study process
Fall 2018-Spring 2019	University Leadership, Board of Trustees, and Campus Community informed on a monthly basis of the progress of Working Groups by RCNJ Liaison and Steering Committee
	Communication Working Group and Steering Committee identify and solidify posting dates for RCNJ e-newsletters, print publications, and external outlets for updates on the Self-Study process

Fall 2018	RCNJ Liaison and Steering Committee present to Faculty Assembly and other leadership groups on process and timeline
Fall 2018	RCNJ Liaison and Steering Committee meet with Staff Association to make the accreditation process transparent and inclusive
Spring 2019	Formal feedback on Self-Study drafts sought from all aspects of the campus community
	Communication Working Group creates avenues for electronically submitted feedback as well as mechanisms for capturing feedback/comments at town halls or other information-bearing sessions
Fall 2019	Formal feedback on final Self-Study Drafts sought from RCNJ Leadership and Board of Trustees
	Finalized draft shared with RCNJ community and posted on RCNJ Self-Study Website
Fall 2019	Chair of Peer Review Team visits campus and provides feedback in preparation for the Spring 2020 Peer Review Team visit to campus
Fall 2019	Campus community informed further about the Peer Review Team visit and provided with the role of stakeholders in the review process
Spring 2020	Peer Review Team Visit to RCNJ
Summer 2020	Publication of the outcomes of the Team's visit and MSCHE Ruling (internal and external media outlets)

Profile of the Evaluation Team

Ramapo College of New Jersey (RCNJ) requests that the Peer Evaluation Team chairperson and team members reflect individuals who understand as well as have experiences in working at an institution of higher education similar to RCNJ. Specifically, RCNJ seeks individuals who understand the mission, vision, and values of the institution in line with its Strategic Goals. Of great importance is an evaluation team which can both consider and understand the successes and challenges that face an institution of RCNJ's size, geographic location, and composition as it relates to faculty, staff, and students.

The following are institutional details that will provide a basis for the selection of the Peer Evaluation Team:

- Ramapo College of New Jersey is a public, liberal arts institution

- The college was founded in 1969 and is located in the foothills of the Ramapo Mountains, North New Jersey and approximately 25 miles from New York City

- Ramapo College of New Jersey enrolls approximately 6,100 students

- Percentage of commuter students – 59.6%

- Percentage of graduate students – 8.2%

- Diversity of the faculty – 29.5% (full-time minority)

- Diversity of the staff – 27.1% (full-time minority)

- Number of majors – 39 majors and 9 joint BS Programs

- Number of minors – 43 minors

- Number of Post-Baccalaureate Certificates – 1

- Number of Concentrations – 30

- Number of Graduate Programs – 7

- Graduate Programs – Business Administration, Accounting, Educational Leadership, Special Education, Nursing, Educational Technology, and Social Work

- Most populated undergraduate degree programs – Business Administration, Nursing, Biology, Psychology, Communication Arts, and Accounting (in this order)

- Major reconstruction of the Library facilities into an expanded Library and offices comprising a Learning Commons is underway

Ramapo College of New Jersey understands the importance of having an evaluation team composed of academic professionals who understand the mission, values, and operational structure of this institution.

The Chair of the Evaluation Team should be a President of a college or university.

The following is a list of institutions within the Middle States region that we consider aligned with Ramapo College of New Jersey in terms of understanding our mission, values, and structure. This list [also] contains Council of Public Liberal Arts Colleges (COPLAC) institutions of which Ramapo College of New Jersey is a member.

A Peer Evaluation Team Chair would ideally come from a COPLAC institution.

- Frostburg State University (MD)

- Mansfield University (PA) - COPLAC

- SUNY at Fredonia (NY)

- St. Mary's College of Maryland (MD) - COPLAC

- Loyola University (MD)

- Marist College (NY)

- Saint Joseph's University (PA)

- Salisbury University (MD)

- SUNY – Genesco (NY) – COPLAC

- SUNY – Oneonta (NY)

- SUNY – Oswego (NY)