

Prep Session for MSCHE Team Visit

What Should You Do to Fully Prepare for the Session(s)?

- Be familiar with the entire self-study document. The self-study has gone through considerable revision over the past year and, depending on when you were engaged with the document, it may have changed significantly. Working groups submitted multiple versions of their standard-specific report, the entire Ramapo community submitted feedback, leadership submitted revisions, and the Steering Committee also continually revised the draft making the current draft of the self-study truly a campus-wide effort.
- Read carefully the self-study chapter of the standard you are representing. During the session, the visiting team will want to discuss that particular standard and its corresponding evidence in detail. Prepare yourself until you are confident that you can hold a knowledgeable discussion of your standard's chapter. Feel free to bring a marked-up self-study chapter and any other related resource documents that you may want to refer to during your session with the visiting team for your reference.
- Read carefully the Middle States standard and its corresponding criteria. In order to have a meaningful discussion of your standard in relation to the self-study chapter written to address it, you need to be well-versed in the standard and its criteria. Feel free to bring notes to the session with the visiting team for your reference.
- There are a few resource documents that are widely mentioned in the self-study that everyone should be familiar with including the [Ramapo College Mission, Vision and Values](#), [Strategic Plan 2018-2021: Fulfilling Our Promise](#), [Dashboard 2021](#), and the most recent Ramapo Institutional Research Department-produced Fact Book (i.e., [Factbook 2018](#)).

Guidance on Protocol to Be Followed During the Sessions Held with the MSCHE visiting team:

- Verbal content shared by group participants during the sessions should be consistent with what is written in the self-study. Also there is no need to bring copies of any other documents to your session with the visiting team as all requested documents must be uploaded into the MSCHE portal and not handed to team members.
- Expect some drill-down questions from the visiting team about the self-study process at Ramapo and about content contained in the self-study.

- The visiting team will be approaching the self-study asking themselves: Do I understand what is written in the self-study and is it true? ***Their goal is to clarify and verify.*** So prepare your responses to those questions in advance.
- Whenever possible, give examples and elaborate on initiatives that are being led by or involve front-line staff/faculty rather than only providing senior-level leadership examples. Doing so indicates sustainable change in the culture of the College and campus-wide “buy in.” If you submitted a success story of using data to inform decisions after Dr. Nowaczyk’s October visit, please consider sharing this with the visitors.
- We want to convey an engaged stance. Be mindful of body language, phone distractions, etc. and be sure to give your full attention to the discussion/session.
- It is important for everyone to be active in the discussion and share talk time within the session. We don’t want a single spokesperson for the standard but rather expect to have a discussion where everyone is participating and contributing. It is possible that the interviewers may ask direct questions to those not active in the discussion.
- Responses should be authentic. If we are trying to figure out the best way to demonstrate a criteria, a discussion of the options and what the criteria is really trying to get at is meaningful for our review process.
- The reason we often say not to air dirty laundry is the nature of the visiting team’s role in the process. This is a peer-review practice, and the goal of the visiting team members is to verify and clarify what we wrote in the self-study. As part of the training for team members, they are instructed to redirect complaints to our in-house process. The visiting team has no authority to impose requirements in response to frustrations expressed by us or shortcomings that we want addressed. Conversely, it is appropriate to ask visiting team members about best practices to advance any areas we have identified as Opportunities for Improvement and Innovation.

Example Questions for the Discussion with the visiting team:

- It is helpful to have some prepared questions that may come from visiting team members related to the standards and associated criteria and how we could do things better at Ramapo College. As you conduct a critical read of your standard and your standard’s chapter in the self-study, develop a list of questions on self-study report content that might be found unclear to the outside reader or require further clarification, as well as questions for them about how things are handled at their institutions, which might lead to potential solutions/improvement at Ramapo.
- Some sample questions include the following:

- Can you give us an example of best practices for criteria __ in standard __?
- Are there ways Ramapo College could continue to improve in areas identified as Opportunities for Improvement and Innovation?
- Do the identified Opportunities for Improvement and Innovation in the chapter addressing standard __ seem to be appropriate or sufficient given the content of the entire chapter? Based on your reading of the chapter for standard __, did we miss anything that should be included in the Opportunities for Improvement and Innovation?

Exercise for Prep Session:

- Facilitate a discussion about your Standard and describe to one another:
 - Examples of how Ramapo meets the criteria of each standard and describe the evidence that proves your assertion. (Note: Keep in mind that qualitative and quantitative data, assessment study results, survey responses, etc. are evidence whereas narrative descriptions of Ramapo practices are not.)
 - Describe examples that verify and clarify each of the criteria in your standard. Role play with your working group how you would respond to MSCHE team members asking you to verify and clarify what is written in the self-study for your standard.
 - Using the requests for additional evidence as a guide, describe examples that verify and clarify each of the areas of focus for additional evidence. Role play with your working group how you would respond to MSCHE team members asking you to verify and clarify these areas.
 - Be able to explain “where evidence is used and how is it used” to the visiting team members. This step is much more than collecting data. They are looking to determine what we do with the data we collect -- is it used to inform decisions made at the College? Can we provide specific examples of what kinds of evidence were reviewed and used to guide decisions that have been made? Give examples of Closing the Loop.

MSCHE Visiting Team Request for Additional Information

Evidence Requested for Standard I

Faculty c.v.'s

- How many faculty?
- What are their degrees?
- What is their scholarship?
- What is their service record?
- How many adjuncts?
- How are the adjuncts evaluated?
- To what degree is the institution supporting “scholarly inquiry and creative activity, at levels and of the type appropriate to the institution”?

Grants

- What grants were applied for
- In what areas were these grants
- What grants were funded
- In what areas were they funded
- What is the grant strategy? That is, how is it linked to the institution’s finances, academic needs, resource allocation and educational enhancement?

External funding sources, outside of grants

- External efforts?
- Relation between mission, goals and strategic plans and these external efforts?

Evidence Requested for Standard II

1) Plagiarism and Information Literacy – Library & Center for Reading and Writing Resources
a. Evidence where this is used and how it is used

2) Strategic Plan – Diversity – “A Data collected on this indicator in 2018 found that 58 percent of faculty spend “some” or “quite a bit” of time structuring their courses so that students learn about understanding people of other”

a. Evidence where this is used and how it is used

b. EDIC – Mandatory employee diversity training Evidence where this is used and how it is used

c. Evidence of closing the loop

d. SGA Secretary of Diversity and Inclusion position

e. Evidence where this is used and how it is used

3) “Over the course of the next year, the CLT will be working to advance these goals with the intent of moving the needle on the six pillars” –

- a. Evidence closing the loop*
 - b. Evidence where this is used and how it is used*
- 4) Provost's Complaint Committee
 - a. Evidence where this is used and how it is used*
 - b. Evidence of non-retaliation
- 5) Intellectual Property Rights policy
 - a. Progress?*
 - b. Evidence where and how this is to be used*

Evidence Requested for Standard IV

1. Org charts for Admissions, Financial Aid, Counseling, Health, Disability
2. Health Center staff to student ratio
3. Disability staff to student ratio
4. Counseling center staff to student ratio
5. Last two fiscal year expenditures for counseling center, admissions

Evidence Requested for Standard V

Specialized Accredited Programs

Anisfield School of Business: Accredited by AACSB – Accounting (B/M), CIS/MIS (B), Economics (B), General Business (B/M), International Business (B)

Additional Documents Requested:

- Most recent self-study document
- Most recent accreditation action
- Most recent annual accreditation report (if applicable)
- Evidence of following the Assurance of Learning Process (2015 to most recent) by program including assessment findings and suggested improvements
- Other documents, as necessary, to verify that the Anisfield School of Business is meeting the AACSB Standard 8

Nursing Programs (B/M): Accredited by ACEN

Additional Documents Requested:

- Most recent self-study document
- Most recent accreditation action (if not the document in S5.C3_ASAC Accreditation)
- Most recent annual accreditation report (if applicable)
- Evidence that all ACEN accredited programs have sustained efforts to address ACEN Areas that Need Development (see evidence in S3.C2), Standard 6 Outcomes
- Other documents, as necessary, to verify that the Nursing programs are meeting ACEN Standard 6 Outcomes standard and that assessment findings are used for improving the program

Social Work (B/M): Accredited by CSWE

- Most recent self-study document

- Most recent accreditation action
- Most recent annual accreditation report (if applicable)
- Evidence of multiple assessment cycles aligned with the expectations of CSWE accreditation
- Other documents, as necessary, to verify that the Social Work programs are meeting CSWE assessment of learning standards

Teacher Education and Certification Program: Accredited by TEAC

- Most recent self-study document
- Most recent accreditation action
- Most recent annual accreditation report (if applicable)
- Most recent New Jersey Department of Education – Educator Preparation Provider Performance Report
- Evidence of multiple assessment cycles aligned with the expectations of TEAC accreditation
- Other documents, as necessary, to verify that the Teacher Education and Certificate program is meeting TEAC assessment of learning standards

Other Academic Programs – Undergraduate and Graduate Levels

- New Structure:
 - o Curriculum maps / Program maps for each academic program (not just sample in S5.C1)
 - o Annual Assessment Reports by Program
 - o Program outcomes statement for each program in a consolidated document (not just the sample in S5.C1)
- Previous Structure –
 - o Annual Academic Review Reports by program (at least the 4 most recent years)
 - o Curriculum Maps/Assessment Plans
- Online Learning –
 - o Assessment findings at the course or program levels that include analysis of comparability between on-line courses and those offered face-to-face
- SAC/CWAAC
 - o Annual assessment plan feedback by program
 - o End of year assessment report feedback by program (3 most recent cycles)

General Education

- Current General Education Program Map (not just sample in S5.C1)
- GECCo Assessment Plan (not just the sample in C5.C2)
- Old General Education structure (2010-2018)
 - o Curriculum map
 - o Summary of assessment findings and improvement actions (at least 3 years)

Other Documents:

- ARC Manual (2019-2020 Update)