

Documentation Roadmap



Documents, Processes, and Procedures

Evidence of Institutional Ability to Meet the Expectations of the Requirements of Affiliation and Standards for Accreditation of the Middle States Commission on Higher Education

<u>Requirement of Affiliation</u>	<u>Compliance Process /Aligned with which Standard?</u>	<u>Documents, Processes, and Procedures</u>
1. The institution is authorized or licensed to operate as a postsecondary educational institution and to award postsecondary degrees; it provides written documentation demonstrating both. Authorization or licensure is from an appropriate governmental organization or agency within the Middle States region (Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands), as well as by other agencies as required by each of the jurisdictions, regions, or countries in which the institution operates.	(Compliance Review)	Annual Master Contract (New Jersey Department of Education) Middle States Document Jointure Agreement (Both Counties) IRS/Non-profit Status Report PRR (Annual Outcomes report)
2. The institution is operational, with students actively pursuing its degree programs.	(Compliance Review)	Enrollment Reports (IR) IPEDS/SURE Reports CAFR (Comprehensive Annual Financial Report) National Student Clearinghouse FTE Audit Board of Trustees Board of School Estimate minutes and New Jersey Statute TITLE 18A
3. For institutions pursuing Candidacy or Initial Accreditation, the institution will graduate at least one class before the evaluation team visit for initial accreditation takes place (Step 7 of the initial accreditation process), unless the institution can demonstrate to the satisfaction of the Commission that the lack of graduates does not compromise its ability to demonstrate appropriate learning outcomes.	(Compliance Review)	NA
4. The institution's representatives communicate with the Commission in English, both orally and in writing.	(Compliance Review)	Dr. Richard Perniciaro, ALO Periodic Review Report
5. The institution complies with all applicable government (usually Federal and state) policies, regulations, and requirements.	(Compliance Review)	ECAR (Eligibility & Certification Approval Report) Comprehensive Annual Financial Report (CAFR)
6. The institution complies with applicable Commission, interregional, and inter-institutional policies. These policies can be viewed on the Commission website, www.msche.org .	(Compliance Review)	New Jersey Statute 18A:64A-1 et seq
7. The institution has a statement of mission and goals, approved by its governing body that defines its purpose within the context of higher education.	(Standard I)	2017-2021 Strategic Plan Board Minutes
8. The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.	(Standards III, IV, V, VI)	IPEDS College Website Academic Master Plan
9. The institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings,	(Standards III, V)	IPEDS College Website Academic Master Plan

<u>Requirement of Affiliation</u>	<u>Compliance Process /Aligned with which Standard?</u>	<u>Documents, Processes, and Procedures</u>
regardless of certificate or degree level or delivery and instructional modality.		
10. 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.	(Standards I, III, IV, V, VI)	Institutional Effectiveness Plan Institutional Effectiveness Committee Institutional Effectiveness Committee Google Site Academic Master Plan
11. 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.	(Standard VI)	Annual Budget Message Comprehensive Annual Financial Report Board of School Estimate
12. 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 carried out.	(Standard VII)	Board of Trustee's Bylaws Board of Trustee policies and procedures Community College Trustee Appointment Guidelines
13. 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.	(Standard VII)	Department of Community Affairs financial disclosure form Conflict of Interest Policy
14. The institution and its governing body/bodies will make freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations. The governing body/bodies ensure that the institution describes itself in comparable and consistent terms to all of its accrediting and regulatory agencies, communicates any changes in accredited status, and agrees to disclose information (including levels of governing body compensation,	Compliance Review	Middle States Accreditation statement Board of Trustee minutes Institutional Profile

<u>Requirement of Affiliation</u>	<u>Compliance Process /Aligned with which Standard?</u>	<u>Documents, Processes, and Procedures</u>
if any) required by the Commission to carry out its accrediting responsibilities.		
15. The institution has a core of faculty (full-time or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs.	(Standard III)	Labor Union Contracts Job Descriptions Evaluation and Promotion Procedures Teaching evaluations

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.

Assemble the following, as appropriate.

	Statements regarding institutional mission and goals
	Processes and procedures relevant to mission and goals

In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

<u>Standard I Criteria</u>	<u>Documents, Processes, and Procedures</u>
<p>1. Clearly defined mission and goals that:</p> <ol style="list-style-type: none"> are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement; address external as well as internal contexts and constituencies; are approved and supported by the governing body; guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curriculum development, and the definition of institutional and educational outcomes; include support of scholarly inquiry and creative activity, at all levels and of the type appropriate to the institution; are publicized and widely known by the institution's internal stakeholders; are periodically evaluated. 	<p>2017-2021 Strategic Plan Strategic Planning Committee Membership List Board Minutes Strategic Planning Annual Cyclical Process Strategic Plan Responsibility Matrix Atlantic Cape List of Scholarships Atlantic Cape List of Student Clubs Institutional Profile</p>
<p>2. Institutional goals are realistic, appropriate to higher education and consistent with mission.</p>	<p>Strategic Management Model</p>
<p>3. Institutional goals focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission.</p>	<p>Institutional Effectiveness Plan</p>
<p>4. Periodic assessment of mission and goals to ensure that they are relevant and achievable.</p>	<p>Institutional Effectiveness Plan Institutional Outcomes Report Strategic Planning Committee Membership List Institutional Capacity Assessment (ICAT) survey</p>

STANDARD II: Ethics and Integrity

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

Assemble the following, as appropriate.

	Recruitment and marketing materials (printed and electronic)
	Public disclosure information required by the Commission and government entities (printed and electronic)
	Institutional by-laws, guidelines, and policies.
	Handbooks (student, faculty, employee, etc.)
	Processes and procedures relevant to ethics and integrity

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Complete the following table:

<u>Standard II Criteria</u>	<u>Documents, Processes, and Procedures</u>
1. Commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights.	Faculty Handbook Board Policy 102: Academic Freedom Board Policy 800: Human Resources and Academic Freedom Teachers, Librarians, and Counselors Agreement Library Bill of Rights Intellectual Freedom Principles for Academic Libraries: an Interpretation of the Library Bill of Rights Board Policy 209: Student Academic Conduct Board Policy 402: Intellectual Property Introduction to Sociology (SOCL101) Syllabus General Psychology (PSYC101) Syllabus
2. A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives.	Board Policy 3: Non Discrimination 2015 Per Capita Personal Income: New Jersey Counties Atlantic Cape Student Club List Diversity and Equity Committee of the Faculty Assembly Faculty Handbook Employee Satisfaction Survey Board Policy 25: Violence Against Women Act and the Campus Sexual Violence Act Board Policy 801: Affirmative Action Equal Opportunity Diversity and Equity Committee
3. A grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably.	Board Policy 210: Student Grievance Faculty Handbook Student Handbook ADA Grievance Procedure Title IX Information for Students 2016-2017 Atlantic Cape Catalog College Web Site Culinary Student Handbook Nursing Handbook Board Policy 823: Code of Ethics Pertaining to Conflicts of Interest for College Employees
4. The avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents.	Board Policy 1: Code of Ethics Pertaining to Conflicts of Interest for College Trustees and the College President Community College Trustee Appointment Guidelines Conflict of Interest Policy Board Policy 803: Code of Ethics Pertaining to Conflicts of Interest for College Employees

<u>Standard II Criteria</u>	<u>Documents, Processes, and Procedures</u>
	Board Policy 823: Code of Ethics Pertaining to Conflicts of Interest for College Employees
5. Fair and impartial practices in the hiring, evaluation, promotion, discipline and separation of employees.	Teachers/Librarians/Counselors (TLC) Bargaining Unit Contract Board Policy 803: Code of Ethics Pertaining to Conflicts of Interest for College Employees Academic of Culinary Art Faculty Association (ACAFA) Board Policy 845: Rule Violations Board Policy 805: Dismissals Board Policy 9: College Retirement Board Policy 851: Resignation/Termination
6. Honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications.	PRSA Code of Ethics Identity Standards Guide CommuniCator
7. As appropriate to mission, services or programs in place: a. to promote affordability and accessibility, and; b. to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt.	Financial Aid Website
8. Compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding: a. The full disclosure of information on institution-wide b. assessments, graduation, retention, certification and licensure or licensing board pass rates; c. The institution's compliance with the Commission's Requirements of Affiliation; d. Substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion; e. The institution's compliance with the Commission's policies.	Atlantic Cape Academic Assessment Site Institutional Profile Institutional Performance Measures Page Nursing Program Website Accreditation Web Page Strategic Plan Site Strategic Plan Responsibility Matrix Curriculum Committee Site Board Minutes College Catalog

<u>Standard II Criteria</u>	<u>Documents, Processes, and Procedures</u>
<p>9. Periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.</p>	<p>Institutional Capacity Assessment (ICAT) survey PRSA Code of Ethics</p>

STANDARD III: Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence of 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.

Assemble the following, as appropriate:

	Student catalogs, handbooks, course catalogs, and other information regarding the student learning experience.
	Program development and approval procedures.
	Faculty review procedures
	Processes and procedures relevant to the design and delivery of the student learning experience

In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled:

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Complete the following table:

<u>Standard III Criteria</u>	<u>Documents, Processes, and Procedures</u>
<p>1. Certificate, undergraduate, graduate and/or professional programs leading to a degree or other recognized higher education credential, designed to foster a coherent student learning experience and to promote synthesis of learning.</p>	<p>Curriculum Committee Form A NJ Presidents Council Academic Issues Committee Manual New Jersey Community College (NJCC) General Education Requirements</p>
<p>2. Student learning experiences that are:</p> <ul style="list-style-type: none"> a. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies; b. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are qualified for the positions they hold and the work they do; c. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are sufficient in number; d. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation; e. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures. 	<p>Institutional Effectiveness Plan Faculty Committee Charges Faculty Educational Background Chart Teachers/Librarians/Counselors (TLC) Bargaining Unit Contract Professional Development Survey Faculty Handbook Pre-observation Document</p>
<p>3. Academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion.</p>	<p>College Catalog Atlantic Cape Website College Catalog Credit Course Guide Academic Program Pages</p>

<u>Standard III Criteria</u>	<u>Documents, Processes, and Procedures</u>
4. Sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress.	ATD Leader College Diana Hacker/ Two Year College English Association (TYCA) Award Gov. Christie State of the State Address 2016
5. At institutions that offer undergraduate education: A general education program, free standing or integrated into academic disciplines, that: <ol style="list-style-type: none"> a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field; b. offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives; c. In non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills. 	New Jersey Community College (NJCC) General Education Requirements
6. In institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula.	
7. Adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third party providers.	
8. Periodic assessment of the programs providing student learning opportunities.	Program Assessment Plan Program Review Template Program Review Outside Consultant Guidelines

<u>Standard III Criteria</u>	<u>Documents, Processes, and Procedures</u>
	Academic Program Review Template Assessment Committee

STANDARD IV: Support of the Student Experience

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

Assemble the following, as appropriate:

	Reports from student support offices
	Student handbooks
	Analysis of enrollment management plan (admission, retention, and completion).
	Processes and procedures relevant to support of the student experience.

In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.

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Complete the following table:

<u>Standard IV Criteria</u>	<u>Documents, Processes, and Procedures</u>
<p>1. Clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including:</p> <ul style="list-style-type: none"> a. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds; b. a process by which students who are not adequately prepared for the study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals; c. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience; d. processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement. 	<p>Strategic Plan Atlantic Cape Catalog Financial Aid Dept. Website Accelerated Learning Program Website Math Boot Camp Accelerated Math Program Placement Testing Website Student Success Initiatives at Atlantic Cape Access Scholarship and Grant-In-Aid Program Career and Academic Support Program (CASP) Career Planning (Student Success and Career Planning Centers) Early Alert Educational Opportunity Fund (EOF) K-12 Initiatives Jump Start Gear Up Math Boot Camp Peer Mentors New Student Orientation Website Developmental Advising Academic Advising Page Behavioral Assessment Team (BAT) Center for Accessibility (CFA) New Jersey Student Tuition Assistance Reward Scholarship (NJSTARS) Student Support Services Hospitality program Alumni Survey Nursing Program Alumni Survey Radiology Program</p>
<p>2. Policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches.</p>	<p>College Catalog College Website Transfer Credit Evaluation Form Transferring to Atlantic Cape Website Prior Learning Assessment Guide Competency-based Learning Web Page Learning Experience Assessment</p>
<p>3. Policies and procedures for the safe and secure maintenance and appropriate release of student information and records.</p>	<p>FERPA Guidelines Web Page Board Policy 203: Confidentiality of Student Records</p>
<p>4. If offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs.</p>	

<u>Standard IV Criteria</u>	<u>Documents, Processes, and Procedures</u>
5. If applicable, adequate and appropriate institutional review and approval of student support services, designed, delivered, or assessed by third-party providers.	
6. Periodic assessment of the effectiveness of programs supporting the student experience.	Project Implementation Planning Template Student Success Initiative Assessment Non-Academic Unit Program Assessment Periodic Assessment New Student Orientation Periodic Assessment of Career Planning Periodic Assessment of Academic Advising

STANDARD V: Educational Effectiveness Assessment

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

Assemble the following, as appropriate:

	Documentation of an implemented, systematic, and sustained process to assess student learning at all levels and utilization of results
	Processes and procedures relevant to educational effectiveness assessment

In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.

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Complete the following table:

<u>Standard V Criteria</u>	<u>Documents, Processes, and Procedures</u>
<p>1. Clearly stated student learning outcomes, at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution’s mission.</p>	<p>Institutional Effectiveness Plan Academic Master Plan 2017-2021 Strategic Plan New Jersey Council of County College General Education Policy College Catalog Communication Program Page Academic Program Assessment Sites Standardized Syllabi</p>
<p>2. Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:</p> <ol style="list-style-type: none"> define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals; articulate how they prepare students in a manner consistent with their missions for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals; and support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders. 	<p>2017-2021 Strategic Plan Sample Curriculum Map Faculty created rubrics (AACU) value rubrics Annual assessment projects Program Assessment Plan College Mission Statement Annual Alumni Survey Advisory Boards Program Review Template 2016 Assessment Committee Atlantic Cape Guide to Academic Assessment Atlantic Cape Academic Assessment Google Site. Atlantic Cape Academic Assessment site General Education Assessment reports Institutional Outcomes Report NJCCC General Education Foundation Requirements</p>
<p>3. Consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution’s mission, such uses include some combination of the following:</p> <ol style="list-style-type: none"> assisting students in improving their learning; improving pedagogy and curriculum; reviewing and revising academic programs and support services; planning, conducting, and supporting a range of professional development activities; 	<p>Assessment guide Atlantic Cape Academic Assessment Google Site Institutional Performance Metrics Institutional Profile Institutional Outcomes Report Student Success Cross-Functional Committee</p>

<u>Standard V Criteria</u>	<u>Documents, Processes, and Procedures</u>
<ul style="list-style-type: none"> e. planning and budgeting for the provision of academic programs and services; f. informing appropriate constituents about the institution and its programs; g. improving key indicators of student success, such as retention, graduation, transfer, and placement rates; and, h. implementing other processes and procedures designed to improve educational programs and services. 	
<p>4. If applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third party providers.</p>	.
<p>5. Periodic evaluation of the assessment processes utilized by the institution for the improvement of educational effectiveness.</p>	<p>Institutional Effectiveness Committee Institutional Effectiveness Committee Google Site Atlantic Cape Assessment Survey Standard Syllabus</p>

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.

Assemble the following, as appropriate:

	The institution's two most recent externally-audited financial statements, including management letters
	Financial projections for the next two years.
	Documentation of an implemented, systematic, and sustained institutional assessment process linking planning, assessment and resource allocation decisions.
	Institutional strategic planning documents.
	Processes and procures relevant to planning, resources and institutional improvement

In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.

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Complete the following table:

<u>Standard VI Criteria</u>	<u>Documents, Processes, and Procedures</u>
<p>1. Institutional objectives, both institution-wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation.</p>	<p>Strategic Plan 2017-2021 Strategic Planning Management Model Flow Chart Institutional Outcomes Report Institutional Effectiveness Plan Responsibility Matrix Institutional Performance Measures Academic Program Review Template Blue Print 2020 Technology Plan Enrollment Management Plan (EMP) Recruitment and Marketing Plan.</p>
<p>2. Clearly documented and communicated planning and improvement processes that provide for constituent participation and incorporate the use of assessment results.</p>	<p>Technology Plan Green Campus Initiative Plan Middle States Progress Reports Periodic Review Report Cross Functional Committees' Membership and Charges Yearly Goals Cross Functional Committee Website Institutional Research Planning and Assessment Site Strategic Planning Website</p>
<p>3. A financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/objectives.</p>	<p>Budget Planning and Assessment Cycle 2016 Annual Budget Message Strategic Initiative Fund Projects Budget 2016-2017</p>
<p>4. Fiscal and human resources as well as the physical and technical infrastructure are adequate to support the institution's operations wherever and however programs are delivered.</p>	<p>Revenues by Source Current Unrestricted Operating Fund Personnel Requisition Form Atlantic Cape Employee Head Count Trends Strategic Plan 2017-2021</p>
<p>5. Clear assignment of responsibility and accountability.</p>	<p>Strategic Plan Responsibility Matrix</p>
<p>6. Comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes.</p>	<p>Blue Print 2020 Facilities Renewal and Replacement Plans Student, Faculty and Staff Satisfaction Survey Deferred Maintenance Facilities Audit Renewal and Replacement Guidelines Green Campus Initiative Plan Energy Plan and Sustainability Assessment Information Technology Plan Technology Cross-Functional Plan Information Technology Plan</p>

<u>Standard VI Criteria</u>	<u>Documents, Processes, and Procedures</u>
7. An annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter.	Comprehensive Annual Financial Report Corrective Action Plan
8. Strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals.	Institutional Effectiveness Plan Institutional Outcomes Report Institutional Performance Measures Outcomes Institutional Effectiveness Plan Non Academic Unit Program Assessment Plans
9. Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.	Institutional Effectiveness Committee Institutional Effectiveness Plan

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.

Assemble the following, as appropriate:

	By-laws and other institutional documents identifying the group legally responsible for the institution and its role in governance.
	Conflict of interest policies and other ethics policies of the Board.
	A list of current governing board members (name, affiliation, and occupation; members who are remunerated by the institution through salaries, wages or fees; members who are creditors of the institution, guarantors of institutional debt, or active members of businesses of which the institution is a customer).
	Organizational chart for the institution (names and titles of the individuals in each position)
	Succession planning for board members and senior leadership
	Processes and procedures relevant to governance, leadership, and administration
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Complete the following table:

<u>Standard VII Criteria</u>	<u>Documents, Processes, and Procedures</u>
<p>1. A clearly articulated and transparent governance structure that outlines its roles, responsibilities and accountability for decision making by each constituency, including governing body, administration, faculty, staff, and students.</p>	<p>Succession Plan Board of Trustee's Bylaws New Jersey Statute 18A:64A-1 et. . seq. policies</p> <p>Board Responsibilities Board Policy 23: Board Succession Board Policy 500: Administrative Responsibility Board Policy 100: The Role of Faculty Board Policy 206: Student Governance</p>
<p>2. A legally constituted governing body that:</p> <ul style="list-style-type: none"> a. serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution; b. has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities; c. ensures that neither the governing body nor individual members interferes in the day-to-day operations of the institution; d. oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by laws, and the assurance of strong fiscal management; e. plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or 	<p>Board of Trustees Bylaws Strategic Planning Process Strategic Plan 2017-2021 Strategic Plan Responsibility Matrix Board Policy 1: Code of Ethics Board Minutes December 20, 2016 New Jersey Statute 18A:64A-1 et seq Comprehensive Annual Financial Report (CAFR) Annual Budget Message Presidential Search Policy 20 Presidential Profile Presidential Search Advisory Committee Membership Presidential Search Web Page Board Policy 24</p>

<u>Standard VII Criteria</u>	<u>Documents, Processes, and Procedures</u>
<p>other documents related to the fiscal viability of the institution;</p> <ul style="list-style-type: none"> f. Appoints and regularly evaluates the performance of the Chief Executive Officer; g. is informed in all its operations by principles of good practice in board governance; h. establishes and complies with a written conflict of interest policy designed to ensure that impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest; and, i. supports the Chief Executive Officer in maintaining the autonomy of the institution. 	
<ul style="list-style-type: none"> 3. A Chief Executive Officer who: <ul style="list-style-type: none"> a. is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body; b. has appropriate credentials and professional experience consistent with the mission of the organization; c. has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission; d. has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the 	<ul style="list-style-type: none"> Board Policy 24 Atlantic Cape Mission Statement Dr. Barbara Gaba Biography Presidential Search Job Profile The 2017-2021 Strategic Plan Responsibility Matrix Board Policy 500: Administrative Responsibility Organizational charts

<u>Standard VII Criteria</u>	<u>Documents, Processes, and Procedures</u>
organization's efficiency and effectiveness.	
<p>4. An administration possessing or demonstrating:</p> <ul style="list-style-type: none"> a. an organizational structure that is clearly defined and that clearly defines reporting relationships; b. an appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities; c. members with credentials and professional experience consistent with the mission of the organization and their functional roles; d. skills, time, assistance, technology, and information systems expertise required to perform their duties; e. regular engagement with faculty and student in advancing the institution's goals and objectives; f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations. 	<p>Board Policy 840: Performance Appraisal and Evaluation</p>
<p>5. Periodic assessment of the effectiveness of governance, leadership, and administration.</p>	<p> President's Cabinet Evaluation Form Annual Board Survey 2017 Board Retreat Agenda Institutional Outcomes Report Strategic Plan 2017-2021 Strategic Plan Responsibility Matrix </p>