



The Middle States Commission on Higher Education Self-Study Design

November 2025; March 2026



Table of Contents

I.	Institutional Overview.....	3
II.	Institutional Priorities to be Addressed in the Self-Study.....	15
III.	Intended Outcomes of the Self-Study.....	17
IV.	Organizational Structure of the Steering Committee and Working Groups.....	18
V.	Guidelines for Reporting.....	26
VI.	Organization of the Final Self-Study Report.....	27
VII.	Self-Study Timeline.....	30
VIII.	Communication Plan.....	31
IX.	Evaluation Team Profile.....	32
X.	Strategy for Addressing Annual Institutional Update Indicators and Metrics.....	33
XI.	Evidence Inventory Strategy.....	34
XII.	Strategy for Identifying Self-Study Site Visits to be Conducted.....	34

I. Institutional Overview

Hudson County Community College (HCCC) is located in Hudson County, New Jersey. HCCC has three locations: Jersey City, Union City, and Secaucus. Hudson County has long been a gateway to prosperity for those seeking a better life. The County's historical significance, and the College's location in the shadow of the Statue of Liberty, are deeply embedded within the College's mission to provide its diverse communities with inclusive, high-quality educational programs and services that promote student success and upward social and economic mobility.

Dr. Christopher M. Reber joined HCCC as its sixth president on July 1, 2018 and advocated the adoption of two areas of focus: student success, and institutional engagement and excellence (IEE). In June 2019, HCCC's accreditation from the Middle States Commission on Higher Education (MSCHE) was reaffirmed with no required follow up. Successful reaffirmation in 2019 positioned the College to embark on a period of tremendous growth and innovation.

In 2019, HCCC joined Achieving the Dream and adopted a laser-like focus on removing barriers inside and outside of the classroom to support students in persisting and completing a credential. Areas of focus within our student success work have included supporting English as a Second Language (ESL) students, supporting Pre-Nursing Students, and creating the College's nationally recognized Hudson Scholars Program.

That same year, the President's Advisory Council on Institutional Engagement and Excellence (PACE) was also created. In 2021, upon the recommendation of PACE, the Office of Institutional Engagement and Excellence (IEE) was established, and its inaugural Vice President was appointed. Together, PACE and the Office of IEE work to ensure that all members of the College community feel seen, heard, and valued.

In 2020 and 2024, PACE and the Office of IEE led the administration of climate surveys to the College community – students, faculty, staff, and trustees. The results of these climate surveys informed two IEE Action Plans. The 2021 IEE Action Plan built on the climate survey data that indicated a need for clearer incident reporting tools and increased training for students and employees. The 2024 IEE Action Plan built on climate survey data that indicated a need for increased knowledge of, and access to, accessibility services. Each of the IEE Action Plans was then aligned with the priorities of the 2021 and 2024 college-wide Strategic Plans, respectively.

These efforts, among myriad others, have led to remarkable increases in HCCC's student success metrics. Since President Reber began his tenure at HCCC in 2018, HCCC's 150% graduation rate has more than doubled. For the fall 2022 entering first-time, full-time cohort, the most recent for which data are available, the 150% time to graduation rate is 29%. These significant

improvements are the result of a multitude of initiatives, but underlying all of them is a commitment to our students.

Mission, Vision, and Values Statements

Following successful reaffirmation of its accreditation in 2019, Hudson County Community College embarked on a review of its Mission, Vision, and Values Statements. Through broad engagement from the College community including feedback fora, the Board of Trustees approved the adoption of the following statements in February 2021:

MISSION

Hudson County Community College provides its diverse communities with inclusive, high-quality educational programs and services that promote student success and upward social and economic mobility.

VISION

As one of the nation's leading and most diverse urban community colleges, we aspire to offer consistently best-practice, transformative educational and economic opportunities for our students and all residents of Hudson County.

VALUES

Hudson County Community College is committed to these values:

Holistic Services

Understanding through Data

Diversity, Equity, and Inclusion

Student Success

Open to All

National Distinction

Collaboration and Engagement

Academic Excellence

Responsible Stewardship of Resources

Ethical Behavior, Integrity, and Transparency

Support of Innovation and Leadership

These statements reflect engagement from the entire college community and the Board of Trustees. Essential to their development was an emphasis on student success and academic excellence, a culture of care, institutional engagement and excellence, and the promise of upward socioeconomic mobility for students.

***Hudson is Home!:* HCCC's Students**

Beyond the formal Mission, Vision, and Values Statements, *Hudson is Home!* has become a common refrain among members of the College community. The phrase is not only indicative of how our students feel about HCCC, but also of the College's climate, values, and culture.

The phrase *Hudson is Home!* originated from our students during a lunch meeting with our Achieving the Dream Leadership and Data Coaches in March 2019, weeks before the onset of the COVID-19 pandemic. Each student was asked to share their story and their experience at HCCC. The group of students in attendance came from a variety of backgrounds, were at different points in their college experience, and had different aspirations for the future. As each student spoke, a common refrain emerged – each student expressed that they considered Hudson County Community College *home*. In their stories, students expressed how they felt cared for at the College. They felt supported by the faculty and staff. They felt the faculty and staff believed in them and wanted them to succeed.

Annually, Hudson County Community College serves approximately 24,000 students between credit-bearing programs, noncredit classes, and workforce development programs. After declining during the COVID-19 pandemic, HCCC's enrollment has increased significantly each year since, now exceeding pre-pandemic enrollment levels. As of fall 2025, the College's credit enrollment increased approximately 10% over prior year. HCCC's enrollment growth is the result of the college community's commitment to supporting its students' needs inside and outside of the classroom and using data and best practice to inform innovation promoting student retention and completion.

Hudson County is the most densely populated county in New Jersey and the sixth most densely populated county in the United States. Recent data from the United States Census indicate that 43% of Hudson County residents were born outside of the United States, 58% are speakers of a language other than English, and 16% live below the national poverty line. Hudson County is also recognized as one of the most racially and ethnically diverse counties in the country with 42% of residents identifying as Hispanic or Latino, 17% identifying as Asian, and 15% identifying as Black or African American.

Importantly, HCCC's student population is reflective of its service area. Seventy-nine percent (79%) of HCCC's students identify as non-White, with 53% of students identifying as Hispanic and 13% of students identifying as Black or African American. Approximately one-third of HCCC's students are over the age of 25, and approximately half of HCCC's students are enrolled full-time.

The majority (73%) of HCCC's degree-seeking students receive federal financial aid. According to *Opportunity Insights*, HCCC ranks 31st in the nation in the share of students it serves who are in the lowest quintile of income (32%). Of note, however, is that HCCC also ranks ninth nationally among two-year colleges for the share of its students who move up two or more income quintiles.

HCCC's students are at-risk for non-retention due to a variety of factors, including but not limited to food insecurity, housing insecurity/homelessness, transportation issues, language barriers, and first-generation status. More than 70% of new students begin their academic journey in Developmental Education Mathematics classes and/or Developmental Education English or English as a Second Language (ESL) classes. More than half of students work while attending college, and approximately 17-20% of students are parenting.

Based on a survey conducted by the Hope Center at Temple University, approximately two-thirds of HCCC students experience food and housing insecurity, a rate higher than that of their community college peers nationally. Through HCCC's continued engagement with Achieving the Dream, the findings from the Hope Center survey resulted in the creation of a comprehensive Hudson Helps Resource Center (HHRC) to support students' holistic needs outside of the classroom. The HHRC houses internal resources such as food pantries and career closets, and connects students with external resources in the community. The food pantries, located on each of HCCC's campuses, provide an example of co-curricular collaboration between the HHRC and HCCC's Culinary Arts Institute. Culinary classes prepare and freeze meals during kitchen lab experiences for distribution in the food pantries. This provides students with access to high-quality, healthy meals for themselves and their families. Since 2020, the HCCC Culinary Arts Institute has distributed over 25,000 meals through the College's food pantries.

HCCC students also demonstrate a significant need for counseling services. In 2021, HCCC administered the *Healthy Minds* Survey. Of the students surveyed, nearly 50% reported experiencing moderate, moderately severe, or severe depression and nearly 40% of students reported experiencing moderate or severe anxiety. Given the demand for Mental Health Counseling and Wellness Services demonstrated by the *Healthy Minds* Survey, HCCC has partnered with regional Master of Social Work (MSW) programs through which MSW students complete their internship hours by counseling HCCC students. Since HCCC began hosting MSW Interns in AY 2019-20, more than 60 MSW students from across six institutions have completed their internship at HCCC. These partnerships have allowed HCCC to scale its capacity for students in a cost-effective manner. MSW interns have supported over 7,000 basic needs cases and more than 9,000 mental health sessions and campus events.

Notwithstanding these challenges, HCCC students are remarkably accomplished and inspirational. HCCC students have been recognized as recipients of the Jack Kent Cooke

Undergraduate Transfer Scholarship, the Goldwater Scholarship, Hites Transfer Scholarship, the Harvey Lincoln Student Scholarship, and Achieving the Dream DREAM Scholar recognition, among others. HCCC's students are engaged in academic and campus life with students participating in experiential learning opportunities such as the Rutgers Business School New Jersey County College Case Competition and Community College Innovation Challenge. The HCCC Beta Alpha Phi chapter of Phi Theta Kappa has earned Five Star Chapter status, which is the highest recognition a chapter can earn.

A Culture of Care: The COVID-19 Pandemic

Even though students, faculty, and staff were physically separated during the COVID-19 pandemic, the College community was never more unified in its mission to support students in reaching their academic, personal, and professional goals. Responding to the academic, social, and professional challenges presented by the pandemic required expertise, dedication, and collaboration from all functional areas. Aligned with its values, the College's response to the pandemic was guided by transparency, data-informed decision-making, communication, collaboration, and care. Under the leadership of the Board of Trustees, College employees – both full- and part-time – were kept “whole” during the pandemic. There were no furloughs or reductions in force. Faculty, staff, and students were encouraged to prioritize their wellbeing and their family's wellbeing.

The pandemic was also a time of substantial innovation and growth. Under the leadership of President Reber, HCCC regarded the federal stimulus and state funding it received during the pandemic as an opportunity for investment in student success. As a result of these funding streams, HCCC was able to realize long-held ideas such as creating a Chromebook loaner program for students and upgrading technology. Immersive telepresence video (ITV) systems were installed in more than 50 classrooms and meeting spaces in the College's Journal Square and Union City locations, which has facilitated easier communication and allowed for greater cross-campus engagement during events and meetings. Further, the College offers a number of course sections each semester as “ITV” sections whereby students can participate in the class from either campus, and the instructor alternates between locations.

The pandemic stimulus funding also allowed HCCC to test a hypothesis around student success. When HCCC joined Achieving the Dream in 2019 and began reviewing data, we found that students who were part of the College's New Jersey Educational Opportunity Fund (EOF) Program persisted and completed at significantly higher rates than those who were not part of EOF. Similar to the City University of New York's Accelerated Study for Associate Programs (CUNY ASAP), New Jersey's EOF Program provides students who are otherwise considered at risk for non-retention with intensive supports and financial incentives.

Based on these examples and a large body of scholarly research, HCCC realized we know what works and what we need to do in order to achieve continuous improvement. The best practices that can help students persist and complete their degrees require scaling the EOF Program model to all students. But we could not afford that. New Jersey's EOF Program has remarkable student outcomes but is expensive and people-intensive in design. But putting into practice a favorite saying of our ATD Data Coach, Dr. Rene Garcia, that "it pays to invest in student success," we hypothesized that the return on investment in retaining more students and having more students complete could potentially offset the upfront cost of a scaled intensive student support program such as EOF. To test the hypothesis, HCCC required initial seed funding, which arrived in the form of pandemic stimulus funding. In 2021, under President Reber's leadership and with his support, the College designed and launched the nationally distinctive Hudson Scholars Program using federal stimulus funding in a matter of weeks.

Given its remarkable outcomes, HCCC has a strategic goal to provide an intensive student support model for all students. To date, over 5,200 students have engaged in the Hudson Scholars Program across eight cohorts. As of fall 2025, Hudson Scholars students comprise over 42% of degree-seeking students, and 68% of incoming degree-seeking students. The College has developed a five-year plan to further scale the Hudson Scholars model to serve all HCCC students taking nine or more credits each semester.

Institutional Goals: The 2021-24 and 2024-29 Strategic Plans

Since 2018, supporting more students in persisting towards and earning a credential through the removal of structural barriers, and advancing the principles of institutional engagement and excellence, have been the College's two overarching institutional priorities. These two priorities served as the foundation for the College's 2021-24 Strategic Plan, *Hudson is Home!* as well as its new 2024-29 Strategic Plan, *The Community's College: Embracing Our History, Shaping Our Future*.

Our experiences during the pandemic provided lessons learned, reaffirmed our commitment to our mission, and established the foundation for the College's 2021-24 Strategic Plan, appropriately titled *Hudson is Home!* The 2021-24 college-wide Strategic Plan included 18 initiatives organized across five strategic directions: (1) A Culture of Student Success and Completion Grounded in Data and Best Practices; (2) A College Community that Celebrates and Advances Diversity, Equity and Inclusion in All Forms; (3) Innovative Programming for Students Aligned with Workforce and Community Needs; (4) Faculty and Staff Professional Development in Teaching, Learning, and Student Support Best Practices; and, (5) Facilities and Technology that Serve the College and Community.

Under the five strategic directions of the 2021-24 college-wide Strategic Plan, the College:

- Expanded services and programming for unique student cohorts, including Student Parents, International Students, Veteran Students, Returning Adult Learners, and Justice-involved Students;
- Developed a data governance policy;
- Implemented a holistic student support framework that includes the Hudson Scholars Program, the Hudson Helps Resource Center, and the Caring Approach to Respond and Empower (CARE) Team;
- Expanded mental health counseling and wellness services;
- Hired 22 new tenure-track faculty;
- Implemented an employee compensation and classification system;
- Assessed the relationship between non-credit and credit programs;
- Increased experiential learning opportunities;
- Developed a new student transfer model informed by national best practices;
- Expanded professional development opportunities for faculty and staff;
- Implemented new technology and systems; and,
- Began construction on its new 11-story Center for Student Success.

The many achievements of the 2021-24 Strategic Plan provided momentum for the development of the College's 2024-29 Strategic Plan, *The Community's College: Embracing Our History, Shaping Our Future*. Across six strategic directions, the 2024-29 Strategic Plan continues to reflect the College's commitment to its mission, vision, and values: (1) Empowering Student Success: Nurturing Every Dimension of Student Growth Through Personalized Support In and Beyond the Classroom; (2) Unlocking Unlimited Student Potential: A High-Quality Education Informed by Data and Best Practices to Expand Access, Flexible Learning Options, and Technology-Enhanced Innovation; (3) Expanding Hudson Scholars: A Comprehensive Support Environment Empowering Every Student to Thrive Academically, Grow Personally, and Excel Professionally; (4) Cultivating Individual and Institutional Excellence through Employee Development Best Practices: Fostering a Culture of Continuous Growth, Professional Development, and Employee Engagement; (5) Expanding Our Footprint: Creating Sustainable Spaces and Facilities for Future-Ready Learning and Institutional Growth; and, (6) Developing a Catalyst for Community Transformation: Harnessing Institutional Strengths and External Alliances to Address the Evolving Needs of Our Students and Community.

Leveraging Our Strengths: HCCC Faculty and Staff

<i>HCCC Employees by Classification (as of fall 2025)</i>	
Position Classification	Number
Full-time staff	306
Part-time staff	335
Full-time faculty	105
Part-time faculty	404
Total	1150

The “Hudson is Home!” phenomenon is not unique to students. Faculty and staff express similar sentiments about working at HCCC. In recent surveys about institutional culture and climate, faculty and staff often indicate in qualitative responses that the people – their coworkers – are an area of strength for the College. Notably, many HCCC alumni return to work and teach at the College.

The College allocates \$9,000 annually for each full-time employee to pursue professional development activities. More than 100 members of the College community take advantage of this benefit. Faculty and staff use the funds to attend and present at myriad regional and national conferences and pursue advanced credentials. In addition, the College offers internal programming and opportunities for professional development through the Center for Teaching, Learning, and Innovation, the Center for Online Learning, and the Office of Human Resources.

Academic Programs and Pathways

Across four Academic Schools, HCCC offers more than 90 degree and certificate programs, 25 of which can be completed fully online. Among New Jersey’s 18 community colleges, HCCC receives the largest allocation of Carl D. Perkins Career and Technical Education (CTE) funding each year. HCCC offers more than 50 CTE programs, and we have seen enrollment rates steadily increase in these programs.

For fall 2025, the following ten programs had the highest enrollment by head count:

Program Name	Degree Type	Head Count Fall 2025
Medical Science Pre-Professional Option in Pre-Nursing	A.S.	875
English as a Second Language	Prof. Cert.	695
Business Administration	A.S.	533
Science and Mathematics	A.S.	302
Liberal Arts General	A.A.	282

Criminal Justice	A.S.	253
Liberal Arts Option in Psychology	A.A.	248
Computer Science (leading to B.S.)	A.S.	221
Biology	A.S.	217
Accounting	A.S.	214

For fall 2025, the following ten programs had the largest new student enrollment by head count:

Program Name	Degree Type	Head Count Fall 2025
English as a Second Language	Prof. Cert	253
Medical Science Pre-Professional Option in Pre-Nursing	A.S.	224
Business Administration	A.S.	109
Criminal Justice	A.S.	81
Liberal Arts Option in Psychology	A.A.	77
Accounting	A.S.	75
Biology	A.S.	62
Engineering Science	A.S.	62
Liberal Arts - General	A.A.	61
Science and Mathematics	A.S.	58

HCCC’s program with the largest enrollment by headcount is the Associate of Science in Medical Science Pre-Professional Option in Pre-Nursing program. Nursing is an attractive profession to HCCC students as Registered Nurses are in-demand and earn family-sustaining wages. Students who graduate from HCCC’s Nursing Program and earn their license often receive starting salary offers of around \$86,000. Like many Nursing Programs, HCCC’s Nursing Program has a selective admissions process. In any given year, there are many more students who apply than who can be admitted. As part of the College's focus on student success, the Nursing Program has worked to ensure students enrolled in the Associate of Science Medical Science Pre-Professional Option in Pre-Nursing Program are aware of important admissions criteria and deadlines in addition to other opportunities in the health professions.

Continuing Education and Workforce Development

The School of Continuing Education and Workforce Development (CEWD) has emerged as the “entrepreneurial engine” of the College. The School of CEWD engages with the community in a variety of ways that range from Saturday afternoon culinary classes meeting once or for several weeks, to classes that help members of the community refresh their skills so they can seek better employment, to workforce development programs helping individuals earn an industry

recognized credential. Through its Hudson for Business sector, the School of CEWD also offers specialized and customized training and professional development for local businesses.

Notably, the School of CEWD and the College's four Academic Schools collaborate to deliver many and varied programs, including the Justice-involved Undergraduate Success and Training (JUSTice) Program and the College's first apprenticeship program in advanced manufacturing with Eastern Millwork, Inc. For its workforce development programs, the School of CEWD has partnered with the Academic Schools to develop internal articulation agreements whereby students who earn industry-recognized credentials can receive academic credit seamlessly upon matriculation into an academic program.

Financial Health

As a result of careful planning and resource allocation, Hudson County Community College is in a strong financial position. As a key measure of HCCC's financial health, total net position in 2024 increased to \$183,048,260, a 4.29% increase over 2023.

In 2024, Hudson County Community College continued to implement the College's Facilities Master Plan and technology upgrades. The goal of the Facilities Master Plan is to meet projected student enrollment growth, implement new academic programs, expand current programs, develop the remaining portion of the college campus and continue to move from leased facilities to college-owned facilities.

The College had \$18,432,451 in capital additions and no disposals during 2024. The capital additions are comprised of building improvements and an investment in equipment. Consistent with the Facilities Master Plan, the College initiated construction of the fully-funded, \$100 million Center for Student Success in 2024. The Center for Student Success will transform the campus. It will provide state-of-the-art classrooms, office space, and much more.

The College continues to invest in high-quality learning and administrative technologies. Software for instruction, proctoring, plagiarism detection, and improved accessibility for students' benefit has been added and expanded. The College continues to add immersive telepresence video (ITV) classrooms and administrative spaces.

Looking to other financial considerations, student credit hours in Fiscal Year 2025 totaled 177,519, representing an increase of 10.65% over Fiscal Year 2024 student credit hours in the amount of 160,431.

Key External and Internal Environmental Factors

Artificial Intelligence

HCCC is acutely aware of the potential machine learning and artificial intelligence tools have to transform the way we teach, learn, and conduct daily operations. Several years ago, HCCC revised its academic integrity language to include improper use of artificial intelligence and/or machine learning tools as a violation of academic integrity. In spring 2025, a faculty-led subcommittee of the Online Learning Advisory Committee (OLAC) developed three syllabus statements that faculty can select from and include on their individual syllabus to clarify their position on the use of artificial intelligence and machine learning tools. These syllabi statements were approved through the College's participatory governance structure, All College Council.

In September 2025, President Reber participated on the *AI for All Task Force Report Presidential Roundtable* at Achieving the Dream's Data and Analytics Summit at the University of Maryland. Most recently, President Reber appointed the Chief Information Officer and Executive Director of the Center for Online Learning as co-chairs of a new Artificial Intelligence Strategy and Governance Council. The Council will develop institution-wide guiding principles, infrastructures, and tools to support the College's strategic goals related to the responsible use of Artificial Intelligence.

Changing Landscape of Hudson County

The neighborhoods around Journal Square and Union City are changing. Development of Hudson County began approximately two decades ago near the waterfront (Hoboken, Exchange Place, Newport) and has steadily moved inland towards Journal Square and north to Union City. Developers have purchased properties that were occupied as single family homes or properties that were vacant and, in their place, constructed luxury apartment towers for lease. These luxury towers are marketed towards high-earning professionals, and, as a result, HCCC may experience a shift in the population it serves in the coming years as more families may find Hudson County, particularly Jersey City and Union City, to be unaffordable.

Collective Bargaining

Hudson County Community College has four collective bargaining units: the Academic Administrators Association, Adjunct Faculty Federation, Professional Association for Full-Time Faculty, and the Support Staff Federation. President Reber and members of his executive cabinet meet monthly with the officers of each bargaining unit to discuss concerns, challenges, and opportunities for collaboration. At its June 2025 meeting, the Board of Trustees of Hudson County Community College approved a new three-year contract for each of the four bargaining

units. These marked the third iteration of contracts that President Reber has successfully negotiated with the bargaining units since he arrived at HCCC in 2018.

Competitive Employment Market

HCCC as an employer faces substantial competition from other two- and four-year higher education institutions in New Jersey and New York. While students and staff alike readily share that *Hudson is Home*, the cost of living in the New York-New Jersey metropolitan area is extremely high. Talented professionals have many employment options in the area, some of which can offer higher salaries than HCCC. Through a pay equity study and development of an employee classification and compensation system, HCCC has made strides in narrowing equity gaps between employees in similar positions and offering more competitive salaries.

Embracing a Self-Study Culture at HCCC

Multiple initiatives have been taken to help the HCCC community prepare for the Self-Study process, including:

- Identification of Self-Study Co-Chairs (July 2025);
- Introduction of Self-Study Process and Co-Chairs at HCCC's Fall 2025 College Service Day (August 2025);
- Attendance by Self-Study Co-Chairs at MSCHE's Self Study Institute (SSI) (September-October 2025)
- Identification and orientation of Standards Co-Chairs (September 2025);
- Meeting of Self-Study Co-Chairs with HCCC's MSCHE Vice President Liaison following SSI sessions (October 2025);
- Recruitment of volunteers to form the working group for each Standard (September-October 2025);
- On ground meetings (2) for all the working group members, Standard Co-Chairs, Institutional Research team, and Self-Study Co-Chairs (October-November 2025);
- Development and discussion of the Self-Study Design (November 2025);
- Attendance at the MSCHE Annual Conference (December 2025);
- College-wide webinars for faculty, staff and students about the Self-Study Design document and Self-Study Preparation Visit (January-February 2026);
- Presentations at All College Council, College Service Day, Town Hall, and Board of Trustee meetings to explain the process (ongoing); and,
- Presentations by Institutional Research staff about data requests and evidence collection (ongoing).

II. Institutional Priorities to be Addressed in the Self-Study

Following President Reber’s arrival at HCCC in 2018 and subsequent listening tour, the College has had two overarching priorities that inform all of its work – Student Success, and Institutional Engagement and Excellence. Nested within those are other priorities including culture of care and upward social and economic mobility. These have been consistent themes through the 2021 and 2024 strategic plans. In addition, we have recently completed a strategic planning cycle that includes broad community engagement and a climate survey. This was our second climate survey (completed 2024). The first climate survey was completed in 2019.

Self-Study Institutional Priorities:

1. Student Success
2. Institutional Engagement and Excellence
3. Culture of Care
4. Upward Social and Economic Mobility

1. Student Success

Hudson County Community College cultivates a vibrant learning environment where every student thrives through seamless integration of academic excellence and comprehensive support for personal growth, economic connection, and emotional well-being.

2. Institutional Engagement and Excellence

Hudson County Community College fosters a vibrant institutional environment of continuous growth where faculty and staff thrive as lifelong learners and innovators, igniting curiosity, fostering intellectual exploration, and empowering employees to pursue cutting edge professional development.

3. Culture of Care

Hudson County Community College provides comprehensive holistic support services to all students, faculty, and staff, and creates sustainable spaces and facilities for all students.

4. Upward Social and Economic Mobility

Hudson County Community College equips students and community members with confidence and skills to excel in their academic and professional journeys. Lasting connections are forged that catalyze enduring success and positive impact, creating a ripple effect of advancement throughout the community and beyond.

Alignment of the Mission of the College with Institutional Priorities:

Elements of the College Mission Statement	Priority 1: Student Success	Priority 2: Institutional Engagement and Excellence	Priority 3: Culture of Care	Priority 4: Upward Social and Economic Mobility
High Quality Educational Programs and Services	X	X	X	
Student Success	X	X	X	
Upward Social and Economic Mobility	X			X

Alignment of MSCHE Standards with Institutional Priorities:

Commission Standards	Priority 1: Student Success	Priority 2: Institutional Engagement and Excellence	Priority 3: Culture of Care	Priority 4: Upward Social and Economic Mobility
I. Mission and Goals	X	X		
II. Ethics and Integrity	X	X	X	
III. Design and Delivery of the Student Learning Experience	X	X		
IV. Support of the Student Experience	X	X	X	X
V. Educational Effectiveness Assessment	X	X		
VI. Planning, Resources, and	X	X	X	

Institutional Improvement				
VII. Governance, Leadership, and Administration	X	X	X	

III. Intended Outcomes of the Self-Study

Through the Self-Study process, Hudson County Community College will achieve the following outcomes:

1. Demonstrate how the institution currently meets the Commissions’ Standards for Accreditation and Requirements of Affiliation (14th edition) and provide evidence by Standard in alignment with the Evidence Expectations by Standard.
2. Leverage periodic assessment through each standard, using assessment results for continuous improvement and innovation to ensure levels of quality for constituents and the attainment of the institution’s priorities, mission, and goals.
3. Engage the HCCC community in an inclusive and transparent self-appraisal process, including analysis of a range of data, to ensure students are appropriately served, and institutional mission and goals are met.
4. Leverage Self-Study findings to inform Hudson County Community College’s next strategic plan.

Assessment of Self-Study Outcomes:

Outcome	Assessment
1. Demonstrate how the institution currently meets the Commissions’ Standards for Accreditation and Requirements of Affiliation (14 th edition) and provide evidence by Standard in alignment with the Evidence Expectations by Standard.	<ul style="list-style-type: none"> • Completed Evidence Analysis Spreadsheets from Standard I-VII Working Groups and the Self-Study document that will include analysis and feedback from multiple parties.
2. Leverage periodic assessment through each standard, using assessment results for continuous improvement and innovation to ensure levels of quality for constituents and the attainment of the institution’s priorities, mission, and goals.	<ul style="list-style-type: none"> • Self-Study document that will include analysis of the evidence collected and recommendations for continuous improvement. Feedback from multiple stakeholder groups will be incorporated into the document.

<p>3. Engage the HCCC community in an inclusive and transparent self-appraisal process, including analysis of a range of data, to ensure students are appropriately served, and institutional mission and goals are met.</p>	<ul style="list-style-type: none"> • Self-Study Design Webinars (January/February 2026) • Self-Study Preparation Visit Open Forum (February 2026) • Working Group Monthly Summaries (ongoing, monthly) • Website updates (ongoing, monthly) • Presentations at various college meetings (ongoing, monthly) • Feedback from the college community on Self-Study Drafts (2027) • Pre-Evaluation Visit Fora for the college community. (Spring 2028)
<p>4. Leverage Self-Study findings to inform Hudson County Community College’s next strategic plan.</p>	<ul style="list-style-type: none"> • Integration of Self-Study findings into Strategic Plan 2029-2034

IV. Organizational Structure of the Steering Committee and Working Groups

At the beginning of fall 2025, Self-Study Standards Co-Chairs were selected from the College Community based on past Self-Study experience, length of time at the College, expertise in the field, and experience with the specific MSCHE criteria and/or programmatic accreditation. With the exception of Standard VI, all standards pair a faculty Co-chair with an administrative Co-chair.

1. Steering Committee

Standards	Co-Chairs	Title
I: Mission and Goals	Lauren Drew	Assistant Professor of English as a Second Language
	Jennifer Valcarcel	Associate Dean of Career and Transfer Pathways
II: Ethics and Integrity	Dr. Salim Bendaoud	Professor of Biology
	Amaalah Ogburn	Director of Faculty and Staff Development
III: Design and Delivery of the Student Experience	Alison Bach	Associate Professor of English, and Coordinator of Humanities
	Matthew LaBrake	Executive Director, Center for Online Learning
IV: Support of the Student Experience	Sharon Daughtry	Instructor of Business
	Dr. Bernadette So	Dean of Student Success
V: Educational Effectiveness and Assessment	Dr. Gabriel Holder	Instructor of Medical Billing and Coding
	Dr. Burl Yearwood	Dean, School of Science, Technology, Engineering, and Mathematics
VI: Planning, Resources, and Institutional Improvement	Elana Winslow	Associate Professor of Business, and Coordinator of Business
	Dr. Fatma Tat	Associate Professor of Chemistry
VII: Governance, Leadership, and Administration	Dr. Peter Cronrath	Professor of Business and Assessment Coordinator, School of Business, Culinary Arts, and Hospitality Management
	Irma Williams	Associate Registrar
Additional Members of the Steering Committee		
Dr. Heather DeVries	Co-chair, Self-Study	
Dr. Nadia Hedhli	Co-chair, Self-Study	
Alexa Riano	Senior Executive Assistant to the President and Board of Trustees/Chief of Staff	

John Urgola	Associate Vice President for Institutional Research and Planning
Aycha Edwards	Director of Institutional Research and Planning
Dr. Katy-Ann Blacker	Assistant Director of Institutional Research and Planning
Vamshi Samudrala	Data and Reporting Coordinator, Institutional Research and Planning

Charges of the Steering Committee

- Provide leadership to the working groups.
- Serve as liaisons between the working groups and the Self-Study Co-chairs.
- Serve a source of knowledge on MSCHE Standards and the Self-Study Process for the College community.
- Evaluate drafts for accuracy, clarity, and alignment with institutional priorities.
- Ensure adherence to established timelines.
- Support efforts to engage the College community in meaningful dialogue. Address issues and challenges that arise. Participate in the Self-Study Preparation Visit by the College’s MSCHE Vice President Staff Liaison in spring 2026 and the Visiting Team site visit in spring 2028.
- Meet synchronously with the working groups to provide feedback on action items and discuss new directions.
- Attend two required in-person meetings per semester for all working groups and Co-chairs.
- Provide monthly reports with attendance, date, progress, and challenges.

At Fall 2025 College Service Day, a call for volunteers was issued to recruit working group members for each Standard. In some instances, personal invitations were extended to ensure specific areas of expertise were represented.

2. Working Groups

Standards	Working Groups Members and Title
I: Mission and Goals	<ul style="list-style-type: none"> • Fiona Approu-Johnson, Executive Director, Ellucian Managed Services • Janet Chavez, Executive Administrative Assistant, Office of the President • Kenny Fabara, Director of Academic Affairs • Matthew Fessler, Dean of Enrollment Services

	<ul style="list-style-type: none"> • Fidelis Foda-Kahouo, Assistant Professor of Mathematics • Jenny Henriquez, Associate Director, Honors Program • Dr. Velino Joasil, Professor of Biology • Victoria Orellana, Registrar • Sovi Pujols, Instructor of English • Emmanuel Rodriguez, Student • Stephanie Robinson, Educational Opportunity Fund (EOF) Academic Advisor • Saliha Yagoubi, Instructor, English as a Second Language
II: Ethics and Integrity	<ul style="list-style-type: none"> • Lisa Bogart, Director, North Hudson Campus Library • Ysabelle Flojo, Student • Steffi Montenegro, Instructor of Nursing • Daniel Ondieki, Associate Professor of Mathematics • Josianne Payoute, Director of Benefits and Compensation • Alexa Riano, Senior Executive Assistant to the President and Board of Trustees/Chief of Staff • Dr. Paula Roberson, Director of the Center for Teaching, Learning, and Innovation • Sony Thomas, Instructor of Nursing • Keeley Thornton, Instructor of English as a Second Language • Angela Tuzzo, Associate Director of Student Life and Leadership • Victoria Vasquez, Senior Assistant Director of Career and Transfer Pathways • Michelle Vera, Instructor of English as a Second Language • Michael Whelpley, Associate Director of Open Educational Resources
III: Design and Delivery of the Student Experience	<ul style="list-style-type: none"> • Andy Adler, Senior Assistant Director, Advisement • Sarah Andrews, Academic Counselor • Jonathan Cabrera, Instructor of Criminal Justice • John Hernandez, Dean of College Libraries • Zakia Hmamou, Instructional Designer, Center for Online Learning • Denise Knapp, Professor of Human Services • Nicolas Mangal, Senior Assistant Director of Advisement • Lori Margolin, Vice President for Strategic Initiatives, Continuing Education and Workforce Development • Craig Mclaughlin, Associate Professor of Psychology • Neivi Nunez, Student • Sonja Rodiger-Radovic, Instructor of English as a Second Language
IV: Support of the Student Experience	<ul style="list-style-type: none"> • Belinda Austin, Associate Director of Advisement • June Barriere, Administrative Assistant, Dean of Student Affairs • Dr. David Clark, Dean of Student Affairs • Luis Diaz, Part-Time Assistant, Educational Opportunity Fund (EOF)

	<ul style="list-style-type: none"> • Shuang De Jesus, Senior Assistant Director of Data and Assessment, Office of Advisement • Dr. Robert Kahn, Director of Instructional Systems • Dr. Jose Lowe, Director, Educational Opportunity Fund (EOF) • Alexa Mauer, Student • Dominique Maynard, Director of One Stop Student Services Center • Sylvia Mendoza, Dean of Financial Aid • Carlos Ortiz, Academic Counselor • Jonathan Sisk, Director of Athletics • Dr. Gretchen Schulthes, Associate Dean of Advisement • Wajia Zahur, Associate Director of Enrollment Services • Bianka Zaneli, Instructor of Medical Assisting
<p>V: Educational Effectiveness and Assessment</p>	<ul style="list-style-type: none"> • Jaden Dearmon, Student • Darlery Franco, Assistant Dean of Testing and Assessment • Dr. Machli Joseph, Director of Perkins Career and Technical Education • Dr. Clive Li, Associate Professor of Engineering Science • Marissa Lontoc, Instructor of Table Service • Raffi Manjikian, Instructor of Chemistry • Dr. Jihan Nakhla, Associate Professor of Medical Assisting • Courtney Payne, Assistant Professor of Culinary Arts • Gary Sasala, Temporary Full Time Instructor, English as a Second Language • Laura Samuelsen, Assistant Professor of Academic Foundations Math • Dr. Catherine Sirangelo, Dean, School of Nursing and Health Professions • Upasana Sethi Pagan, Assistant Registrar • Dr. Alison Wakefield, Dean, School of Humanities and Social Sciences
<p>VI: Planning, Resources, and Institutional Improvement</p>	<ul style="list-style-type: none"> • Ilya Ashmyan, Executive Director, Engineering and Operations • Anita Belle, Assistant Vice President, Workforce Development • Trisha Clay, Associate Vice President, Chief Information Officer • Pius Dcor Jesu, Student • Faiza Fayyaz, Laboratory Coordinator, School of STEM • Nydia James, Assistant Grants Officer • Victor Moruzzi, Instructional Designer, Center for Online Learning • Christine Petersen, Associate Director of Student Financial Assistance • Mohammad Qasem, Associate Professor of Physics • Jeff Roberson Jr., Director of Contracts and Procurement • Stephanie Sergeant, Assistant Director of Human Resources • Amanda Velez, Instructor of English as a Second Language
<p>VII: Governance, Leadership, and Administration</p>	<ul style="list-style-type: none"> • Dr. Pamela Bandyopadhyay, Associate Dean of Academic Affairs • Brianna Casagrande, Associate Director, Career and Transfer Pathways • Ana Cedeno, Student

	<ul style="list-style-type: none"> • Dr. Joseph Caniglia, Executive Director, North Hudson Campus • Dr. Chris Cody, Instructor of History • Karen Galli, Assistant Professor of English • Karen Hosick, Assistant Professor of Exercise Science • Kim Hosmer, Career and Technical Education Specialist • Dr. Ara Karakashian, Dean, School of Business, Culinary Arts, and Hospitality Management • Lester McRae, Associate Professor of Accounting • Richard Walker, Associate Director of Institutional Engagement and Excellence
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General Working Group Charge

- Understand the evidence expectations related to a particular Standard.
- Evaluate lines of inquiry related to a particular Standard and offer feedback as appropriate.
- Understand how a Standard, its criteria, lines of inquiry, and evidence interact.
- Identify, collect, and analyze evidence for a particular Standard.
- Maintain and organize evidence for a particular Standard.
- Support the Standard Co-chairs in preparing deliverables and adhering to the Self-Study timeline.
- Under the leadership of Standard Co-chairs, write a Self-Study chapter for a particular Standard that demonstrates, through the analysis of evidence, how HCCC meets the Standard and fulfills its criteria.
- Develop recommendations for continuous improvement in collaboration with the Steering Committee and the college community.
- Serve as a source of subject matter expertise for a particular Standard.
- Attend two required in-person meetings per semester for all working groups and Co-chairs.
- Liaise with, and encourage engagement from, the college community.
- Participate in site visits and meet with members of the visiting team in spring 2026 Self-Study Preparation Visit (SSPV) and 2028 Self-Study Evaluation Team Site Visit.
- Attend and participate in their specific standard Co-chair meetings.

Role of Students

To ensure that students at Hudson County Community College are engaged in the Self-Study process and have an opportunity to provide valuable feedback, multiple platforms will be available for student participation. Students will be part of selected working groups for MSCHE

Standards. Students are invited to open fora at the College such as Town Hall meetings, All College Council, and Student Life.

Role of the Borad of Trustees

Hudson County Community College Trustees will be involved and updated throughout the Self-Study process through the provision of the weekly Green Memo updates, monthly Board of Trustees meetings, and review of the Self-Study Design draft and the full Self-Study document before submission. This will allow incorporation of feedback at different time points.

3. Research Questions/Lines of Inquiry for Each Working Group

I: Mission and Goals

1. **To what extent** do HCCC's mission, goals, institutional planning, and priorities align with resource allocation, program and curriculum development, student learning outcomes and achievement?
2. **Based on the evidence examined, to what extent** do the assessment methods in place ensure the mission and goals are accomplished?

II: Ethics and Integrity

1. **How well is** HCCC's grievance policy documented and disseminated to address complaints and grievances raised by students, faculty, or staff? **How well does** HCCC demonstrate that its policies and procedures are fair and impartial and correlate with the mission and goals of the institution.
2. **How effective is** HCCC's priority of Institutional Engagement and Excellence regarding recruitment of staff and students, marketing, hiring, and training? **To what extent are** these processes compliant with government laws and regulations?
3. **How well do the** assessment methods in place ensure compliance with government laws and regulations and alignment with the College's mission?
4. **How well does the evidence collected support** institutional priorities reflected in the College's climate and commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights?

III: Design and Delivery of the Student Experience

1. To what extent do methods in designing HCCC courses, delivering modalities, and conducting assessments address institutional goals and higher education expectations? **How well do the** policies and/or procedures in place ensure revision, updates, and seamless transfer to four-year institutions?
2. **How effectively do the** policies and procedures in place ensure faculty qualification, professional development, and periodic assessment of teaching and learning?
3. **How well are** HCCC's learning experiences and resources designed to promote student success?
4. **To what extent** do HCCC's hiring practices, tenure and promotion policies align with institutional priorities?
5. **Based on the evidence collected, how well do** assessment methods in place ensure effective student learning experiences for all students?

IV: Support of the Student Experience

1. **To what extent** are student support services (e.g., orientation, advisement, counseling, financial aid, mentoring, transfer) effective and align with institutional goals and priorities? Were surveys conducted? And what decisions have been made based on these findings?
2. **Based on the evidence examined, do** the assessment methods in place ensure the effectiveness of student support services for all students? How effective are the metrics chosen for this assessment process?

V: Educational Effectiveness and Assessment

1. **Based on the evidence examined, how well** are student learning outcomes by degree/program/course level assessed? And **how well** are the results used to improve student learning outcomes?
2. **What specific evidence shows** clear and effective curriculum maps by degree and program level? **How well** are they reviewed? **To what extent** do they promote student success?
3. **How effective** are methods of meta-assessment (assessing the assessment process) used?

VI: Planning, Resources, and Institutional Improvement

1. **To what extent** is the institutional planning and resource allocation process effective in ensuring alignment with institutional priorities and the overall mission of the College?
2. **How well do** the methods in place ensure the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources?

VII: Governance, Leadership, and Administration

1. **How well does** the governance structure outline roles, responsibilities, and accountability for inclusive decision making? How does this structure align with the mission and priorities of the College?
2. **How effective are** policies and procedures in place for the search and appointment of the Chief Executive Officer (CEO), and how is the CEO evaluated?
3. **Based on the evidence collected, how well** are the measures in place for assessment of the effectiveness of governance, leadership, and administration?

V. Guidelines for Reporting

To ensure effective communication, reporting, and drafting of the Self-Study, the following guidelines are in place:

1. A share point was created where Standard Co-chairs, and Self-Study Co-chairs can upload and update the work being done.
2. A common folder for evidence was created that can be shared between all working groups to avoid overlap requests from the Office of Institutional Research and Planning.
3. Two scheduled in-person meetings are held each semester, where all working groups, Co-chairs of each MSCHE Standard and Co-chairs of the Self-Study meet to review their progress, work on specific items, and discuss challenges.
4. Meeting of Standard Co-chairs with Self-Study Co-chairs is held at the beginning of every semester to generate action items and goals.
5. Weekly meetings of Self-Study Co-chairs are held to review action items, drafts, and working groups' progress.

6. Meetings of each working group are held with their specific Co-chairs to ensure continuous progress of the work needed.
7. Monthly Co-chairs and working group updates that include meeting date and attendance, progress since the last meeting, challenges and support needed, and new action items. Feedback will be provided by Self-Study Co-chairs, and/or follow-up meetings will be scheduled to help with challenges encountered.

VI. Organization of the Final Self-Study Report

The final Self-Study document will be organized as follows:

1. Executive Summary will include important findings, opportunities for improvement, and action plans identified in the Self-Study.

2. Introduction will provide an overview of the Institution, Mission and Goals, Values, Institutional Priorities, and an outline of how the chapters are organized.

3. Standard I: Mission and Goals

- a. Overview of the Standard
- b. Alignment of the Standard with lines of inquiry and institutional priorities
- c. Analysis of the evidence collected
- d. Discussion of compliance, strengths and weaknesses
- e. Conclusion, new directions and action plans

4. Standard II: Ethics and Integrity

- a. Overview of the Standard
- b. Alignment of the Standard with lines of inquiry and institutional priorities
- c. Analysis of the evidence collected
- d. Discussion of compliance, strengths, and weaknesses
- e. Conclusion, new directions and action plans

5. Standard III: Design and Delivery of the Student Learning Experience

- a. Overview of the Standard
- b. Alignment of the Standard with lines of inquiry and institutional priorities

- c. Analysis of the evidence collected
- d. Discussion of compliance, strengths and weaknesses
- e. Conclusion, new directions and action plans

6. Standard IV: Support of the Student Experience

- a. Overview of the Standard
- b. Alignment of the Standard with lines of inquiry and institutional priorities
- c. Analysis of the evidence collected
- d. Discussion of compliance, strengths and weaknesses
- e. Conclusion, new directions and action plans

7. Standard V: Educational Effectiveness and Assessment

- a. Overview of the Standard
- b. Alignment of the Standard with lines of inquiry and institutional priorities
- c. Analysis of the evidence collected
- d. Discussion of compliance, strengths and weaknesses
- e. Conclusion, new directions and action plans

8. Standard VI: Planning, Resources, and Institutional Improvement

- a. Overview of the Standard
- b. Alignment of the Standard with lines of inquiry and institutional priorities
- c. Analysis of the evidence collected
- d. Discussion of compliance, strengths and weaknesses
- e. Conclusion, new directions and action plans

9. Standard VII: Governance, Leadership and Administration

- a. Overview of the Standard
- b. Alignment of the Standard with lines of inquiry and institutional priorities
- c. Analysis of the evidence collected
- d. Discussion of compliance, strengths and weaknesses
- e. Conclusion, new directions and action plans

10. Conclusion: Summary of major findings, new directions for the college and action plans.

Reporting and Formatting Standards

Each Self-Study working group will produce a written report of its findings regarding the Standard with which it has been charged. The Self-Study Co-chairs will serve as editors of the Self-Study report to ensure the report is presented in one voice. In the interest of length and coherence of the final report, editorial changes may be made. Accordingly, not all of the narrative and/or recommendations submitted by the working groups will necessarily appear in the final report. Any substantial changes, however, will be discussed with the Steering Committee.

Basic Document Format

- Microsoft Word
- Times New Roman font
- Font size 12
- Tables 10 point
- Standard 1-inch margins (top, bottom, left, right)
- Left justified
- No indentation
- Tab stops: 0.5
- Header and footer margins: 0.5

Additional Guidelines

- Chapter titles should be all uppercase and centered.
- Use bold-face for headings and sub-headings.
- Major headings should be centered with the first letter of each main word in uppercase.
- Minor headings should be left-justified with the first letter of each main word in uppercase.
- Use the tab and not the space bar for alignment.
- Acronyms should be written out with the first usage, followed by the acronym in parenthesis.
- Do not use contractions.
- Refer to people by title, not name.
- Use APA format for parenthetical and bibliographic citations.
- Use italics for the title of any book or periodical.
- Follow APA guidelines for titles of articles.

- Use concise, jargon-free language, and prefer active to passive voice.
- Use commas before all elements in a series (e.g., faculty, staff, and students).
- Use alphabetical order when listing names.
- For consistency, the following words should be capitalized: College, when referring to Hudson County Community College; Committee, when used with the name of a committee (e.g., Mission and Goals Committee); Mission and Goals when referring to the College Missions and Goals; Evaluation Team; Steering Committee; Program Learning Outcomes (PLOs); and Student Learning Outcomes (SLOs).
- Page numbers should be printed in the lower right corner

VII. Self-Study Timeline

1. Fall 2025

- Attend the Self-Study Institute
- Organize Co-chairs and Working Groups
- Develop the Self-Study Design
- Submit the Self-Study Design

2. Spring 2026

- Host MSCHE staff for Self-Study Preparation Visit
- Continue Evidence Collection

3. Summer 2026

- Continue Evidence Collection
- Start Analyzing Evidence

4. Fall 2026

- Continue Analyzing Evidence
- Start Drafting Self-Study Report Chapters

5. Spring 2027

- Self-Study Report Chapters Submitted by Working Groups
- MSCHE Evaluation Team Chair Selected

6. Summer 2027

- Self-Study Report Reviewed and Finalized by Self-Study Co-Chairs

7. Fall 2027

- Self-Study Report Shared with the College Community for Feedback

- Host Team Chair Preliminary Visit
- Submit Final Self-Study Report to MSCHE (one week is needed to upload)

8. Spring 2028

- MSCHE Evaluation Team Site Visit

9. June 2028

- Commission Determines Action

VIII. Communication Plan

Hudson County Community College will use multiple channels of communication during the Self-Study Process for updates, feedback and discussions.

Platform	Frequency of Self-Study Updates to the College Community	Audience
Middle States Webpage: www.hudsoncountycommunitycollege/middlestates Email: Hudsonselfstudy2028@hccc.edu	Ongoing Ongoing	All HCCC Community (staff, students, and faculty) and external stakeholders (prospective students, community members, accrediting bodies, and college partners)
Town Hall Meeting	At least twice each semester	All HCCC Community (staff, students, and faculty)
All College Council	Twice each semester	All HCCC Community (staff, students, and faculty)
Board of Trustees Meeting	Once each semester	All HCCC Community (staff, students, and faculty) and trustees.
Green Memos	Once monthly	President and Trustees
Student Government Association Meetings	Once each semester	All HCCC Community (staff, students, and faculty)

All working group and Co-chairs in-person meetings	Twice each Semester	All MSCHE Working groups, Co-chairs, and invited speakers.
College Service Day	Once each semester	All HCCC Community (staff, students, and faculty)
HCCC Happenings Communication Newsletter	Twice each semester	All HCCC Community (staff, students, and faculty)
One page memo to the College Community.	Once each semester	All HCCC Community (staff, students, and faculty)
“Welcome” Memo from the Vice President for Academic Affairs	Before the start of fall and spring semesters	Full- and part-time faculty

IX. Evaluation Team Profile

Hudson County Community College requests that the Chairperson and Evaluation Team Members come from, or have experience with, institutions similar to HCCC in the following ways:

- Student Population Demographics (Hispanic-Serving Institution/Minority-Serving Institution)
- Student Success Metrics
- Location (Urban)
- High proportion of English as a Second Language students
- High proportion of students receiving financial aid
- Unionized/collective bargaining environment
- At least one Evaluation Team member being bilingual in Spanish or Arabic is preferred

Evaluation Team Composition:

Hudson County Community College requests that the Chairperson and Evaluation Team be comprised of the following roles:

- Team Chairperson – President of an urban comprehensive community college with a diverse student population. The Chairperson must also have experience working in a collective bargaining environment;
- One Chief Academic Officer with experience working in a collective bargaining environment;
- One Chief Financial Officer;

- One Chief Student Affairs Officer;
- One Institutional Researcher; and,
- One tenured faculty member with the rank of assistant professor or higher.
- It is preferable that at least one member of the Evaluation Team be bilingual in English and Spanish or Arabic.

Aspirant Institutions (listed alphabetically):

- Anne Arundel Community College (MD)
- CUNY Borough of Manhattan Community College (NY)
- CUNY Bronx Community College (NY)
- CUNY LaGuardia Community College (NY)
- Lehigh Carbon Community College (PA)
- Montgomery College (MD)
- Montgomery County Community College (PA)
- Prince George’s Community College (MD)
- SUNY Orange County Community College (NY)
- SUNY Schenectady County Community College (NY)

Competitor Institutions:

- Institutions in New Jersey

X. Strategy for Addressing Annual Institutional Update Indicators and Metrics

In alignment with its institutional priorities and its commitment to using data and best practice to inform action, HCCC monitors the indicators and metrics comprising the Annual Institutional Update. Enrollment and student achievement data are closely tied to HCCC’s student success work, and the institution's financial health and federal financial responsibility are closely linked with instructional engagement and excellence. The President and his Cabinet keep the Board of Trustees apprised of these metrics as appropriate throughout the year through the President’s weekly “Green Memo,” which contains important news pertaining to the life of the College.

In 2023 and 2025, MSCHE required HCCC to submit Supplemental Information Reports (SIR) related to its student achievement data. In both Reports, HCCC provided context as to why its student achievement data were below MSCHE’s threshold of 23%, highlighted initiatives that were moving the proverbial needle on the student achievement metrics, and confirmed that more recent IPEDS reporting would meet – and exceed – the 23% threshold in future Annual Institutional Update cycles.

Both SIR submissions were accepted by MSCHE. For the 2025 Annual Institutional Update, HCCC's student achievement data have reached the requisite threshold established by MSCHE, and HCCC does not expect to receive a request for a Supplemental Information Report submission this winter.

XI. Evidence Inventory Strategy

Working groups and Co-chairs for each of the MSCHE standards will be responsible for collecting and identifying evidence that supports alignment of the Mission of the College and Priorities of the College with MSCHE Standards. Collection and organization of these data will begin in Spring 2026 using the following guidelines:

Sn_Cn_Xdescription_yyyymmdd.dpf

Sn= Standard number

CnX= Criterion number

Description= Keywords for the description of the item (3-5 words)

Yyyymmdd= date of last update

XII. Strategy for Identifying Self-Study Site Visits to be Conducted

Consistent with Commission policies and procedures as well as federal regulation 34 CFR § 602.22(d), the Commission requires Self-Study site visits to a representative number of additional locations. Further, Self-Study site visits are required to one-third of designated domestic additional locations that are approved and active with students enrolled in courses at the location.

Hudson County Community College has one campus, located in Jersey City (Journal Square), New Jersey, and two additional locations. The North Hudson Campus additional location is located in Union City, New Jersey, which is approximately five miles north of Journal Square. The second additional location is at the Frank J. Gargiulo Campus of the Hudson County Schools of Technology (HCST), which is located in Secaucus, New Jersey.

Both locations are within a 20-30-minute drive from Journal Square. In consultation with the Team Chair, HCCC will determine which additional location(s) the Team Chair, or designee, will visit. Various factors including student availability to meet with the Team Chair will be considered.