



Felician University

Self-Study Design

Submitted to Dr. Christy Faison
Middle States Commission on Higher Education
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INTRODUCTION

Felician University began as Immaculate Conception Normal School for Felician Sisters in **1923**. In **1963** the School received New Jersey State approval for Immaculate Conception Junior College and in **1964** the Sisters opened the institution to laywomen. One year later, one of the first Associate Degree Nursing Programs in New Jersey was established at the 27-acre Lodi Campus, and, in **1967** the New Jersey Department of Education authorized Immaculate Conception to offer a four-year Program in Elementary Education under its new name, Felician College. In **1969** two newly constructed facilities, a Library, and a theater-administration-classroom building were dedicated. Between **1969** and **1986** the State of New Jersey authorized Felician to grant an Associate in Arts Degree in Medical Laboratory Technology and Baccalaureate Degrees in Special Education, Liberal Arts, and Upper Division Nursing. Felician College first granted entry to male students in **1986**.

After **1986**, Felician expanded its offerings to include 4-year degrees in Business Administration, Computer Science, Mathematics with P-12 Certification, Management and Marketing, Early Childhood, Communication Arts, Philosophy, several joint baccalaureate programs in Clinical Laboratory Sciences, and a joint Baccalaureate to Doctoral Degree Program in Physical Therapy with the University of Medicine and Dentistry at Rutgers. Felician College also constructed a Center for Child Care and a simulated Nursing Skills Laboratory in **1987**.

In **1994**, Felician University renovated 48,000 square feet of convent space henceforth known as Kirby Hall to house a Center for Learning, Physics, Chemistry and Communication Arts laboratories, classrooms, and offices. In **1995**, the New Jersey Commission of Higher Education approved a Felician College change in mission to include the introduction of Graduate Programs. Shortly thereafter Felician introduced graduate programs in Nursing, Teacher Education and Religious Education.

In **1997** Felician purchased the Fairleigh Dickinson University Rutherford Campus, a 12-acre complex to provide housing for 480 students in two large resident halls, an athletic facility, a convent for the Felician Sisters, a facility for hosting President's Receptions, four academic buildings, a curriculum library, a student center, a little theater, and the Castle. In **1997** Felician also introduced an Athletic Program which now holds NCAA Division II status. In **2000**, Felician expanded its outreach to non-traditional students with the introduction of highly successful Accelerated and Fast Track Degree Programs in Business Management, Upper Division (RN to B.S.N.) Nursing, and Teacher Education.

In **2001** the first online degree program, the Master of Arts in Religious Education, was offered at Felician University. The Office of Mission Integration was established in **2004** to promote the continuance of the Felician Franciscan identity and heritage of the University in all aspects of the collegiate experience. In **2007**, Felician's Franciscan-Felician Center was inaugurated and in January **2008**, the Division of Off Campus Services was established to maximize educational outreach consistent with the Franciscan mission. In **2009** Felician entered into an agreement

with the U.S. Department of Veterans Affairs to become a Yellow Ribbon Participating Institution and to further outreach to the Veterans in Bergen County.

In **2012** Dr. Anne Prisco began as Felician's fifth president and the University's first secular president. During the fall of **2015**, the State of New Jersey Secretary of Higher Education notified Dr. Prisco that Felician College's petition seeking university status had been approved and Felician officially changed its name to Felician University. Today, Felician offers more than 75 baccalaureate, master, and doctoral degree programs as well as continuing education and certificate programs. Felician currently offers a rich selection of online courses including the first complete Catholic Religious Education Online Graduate Program offered in the United States.

A critical component of Felician University's history and identity is its mission-focused service. The University provides services via Workforce Education and involvement in area charter schools, mission schools, and alternative schools. In addition, many programs at Felician University require students to offer their talents to the community through service projects. The **2014-2015** academic year was a banner year when members of the Felician Community logged a total of 19,788 service hours, which were provided in its neighboring communities.

The University's history is rooted in service to first-generation and non-traditional college students. Felician welcomes approximately 2,400 students annually to its two main sites, the Lodi Campus and the Rutherford Campus as of the **2016-2017** academic year. As reported for the **2016-2017** academic year, ninety-two percent of the University's students reside in New Jersey; more than 61% live in Bergen and Passaic Counties. The student population is diverse, reflecting the demographics of the region: 32% White/Non-Latino; 28% Latino; 22% African-American; 6% Asian American/Pacific Islander. Approximately 47% of the students in Felician's traditional undergraduate population are first-generation; this includes 43.4% of all full-time students and 59.3% of all part-time students.

While Felician's service area boasts median household incomes well in excess of the national level, the families served by the University are at the lower end of the region's, and in many cases, the nation's, economic spectrum: 96% of the traditional undergraduates rely on some form of financial aid, with the average aid package totaling 76% of tuition. Of those receiving financial aid, 71% are from families with incomes below the Bergen County median; 22% of this group is considered poverty-level. Additionally, about 50% of our students are Pell eligible.

Felician's commitment to a diverse student body has been more widely recognized. The 2014 edition of *America's Best Colleges*, published by U.S. News & World Report, placed Felician in the top 10 regional colleges and universities for "Campus Ethnic Diversity," top 25 for "Economic Diversity" and top 100 for "Most International Students." Felician also ranked in the top 100 for "Most Students Over Age 25." For three consecutive years, *G.I. Jobs* magazine named Felician as a Military Friendly School. Felician is one of only 25 colleges and universities worldwide to be recognized by the United Nations as a Non-Governmental Organization (NGO), allowing our students direct access to the international peacemaking stage. Noted for

producing well-qualified teachers who fill N.J. schools, for the third year in a row a Felician student won the N.J. Outstanding Student-Teacher of the year award.

Felician University Mission Statement

Guided by Felician Franciscan values, Felician University strives to meet its stated mission: Felician is an independent co-educational Catholic/Franciscan University founded and sponsored by the Felician Sisters to educate a diverse population of students within the framework of a liberal arts tradition. Its mission is to provide a full complement of learning experiences, reinforced with strong academic and student development programs designed to bring students to their highest potential and prepare them to meet the challenges of the new century with informed minds and understanding hearts. The enduring purpose of Felician University is to promote a love for learning, a desire for God, self-knowledge, service to others, and respect for all creation.

Vision Statement

To be a pre-eminent Catholic Franciscan University where scholarship and the practice of teaching and learning place students first in the enduring quest for truth and the persistent pursuit of competence, character, and compassion.

Felician Franciscan Values

Respect for Human Dignity ... our reverence for and commitment to promoting and protecting the dignity of persons.

Compassion ... an empathetic consciousness of others expressed in caring service.

Transformation ... the process that encourages an open mind and heart, leading to continuous improvement of the person and ministry.

Solidarity with the Poor ... ensuring the needs of the poor and vulnerable are met through advocacy and action.

Justice and Peace ... forging right relationships, recreating a sustainable environment, promoting the common good - all in the pursuit of peace.

To ensure all members of the Felician Community are involved in our Self Study process, regular town hall meetings will be held to engage Faculty, staff, students, alumni, and external stakeholders in conversation surrounding the process. Regular reports will also be provided to Board of Trustee members updating them on the progress of the Self Study process.

INSTITUTIONAL PRIORITIES TO BE ADDRESSED IN THE SELF-STUDY

At the core of Felician University's current strategic plan are five principles to set priorities and give direction to the important opportunities and challenges Felician is addressing. During development of its current 2014- 2019 Strategic Plan, Felician University engaged in a university-wide process to identify five institutional priorities to drive the development of strategic initiatives in support of Felician mission over the five-year span of the Strategic Plan. During the MSCHE Self-Study Institute, the Felician Executive Self-Study Steering Committee conducted a cross-walk between the five institutional priorities and the seven Standards for Accreditation (please see page 8) and determined that the three priorities listed below substantially align with all seven Standards. After completing the Self-Study Institute, the selection of these priorities was reviewed with Felician's President's Cabinet, Board of Trustees, and faculty.

The following three priorities were chosen as institutional priorities for the self-study and the linkages between these three priorities and the Standards for Accreditation and Requirements of Affiliation will be noted during the self-study process:

1. We will graduate students with competence, character and compassion, to be global citizens of leadership and service through innovative and interdisciplinary programs and services.

A successful student is one who understands him or herself to be engaged in an educational process that focuses both the student and the Felician community on a path to success. Success is measured by a number of factors, most significantly, student engagement – intersection of student activities, academic and social, and the University's support systems.

2. We will embody the values of our Felician Franciscan heritage as stewards of our assets and property within the framework of our institutional advancement efforts and our fiscal sustainability.

Diversity, technology, students, alumni, faculty, international collaborations and identification of new markets all work together to advance the mission of educating future students of the world. Over the next five years, fiscal sustainability, institutional advancement and deliberate and careful planning will give us the foundation we need to continue acting as good stewards of our assets and property.

3. We will assure institutional effectiveness through innovative organizational policies and practices.

Felician is committed to the effective evaluation of its educational programs, its academic and administrative support services, and the use of assessment results for continuous improvement. We will develop a comprehensive communication plan,

cultivate current and new advisory boards, employ shared governance initiatives and ensure compliance with all outside agencies and internal compliance requirements.

The self-study work groups will be attentive to the institutional priorities and will be charged to address them, where appropriate in each standard, and explicitly respond to them along with the criteria in each of the accreditation standards.

INTENDED OUTCOMES OF THE SELF-STUDY

The Middle States Self-Study process offers various constituencies at Felician University to research and analyze how the University meets its mission and goals. For all stakeholders of the University the self-study activity provides an opportunity for reflection, improvement, and renewal. In its completion, the University expects the self-study will:

1. Reaffirm accreditation.
2. Provide evidence of Felician University's focus on continuous improvement, especially as it pertains to students' experience.
3. Engage the Felician University community in an inclusive and transparent self-appraisal process, which will also inform the next iteration of the Strategic Plan.

SELF-STUDY APPROACH

In order to transition the Felician University Community from the previous 14 Standards to the new 7 Standards, Felician University has chosen to use a Standards-based approach. This approach will allow our community members to study and be guided by the new Standards for accreditation.

Cross-Walk between Institutional Priorities and Standards for Accreditation

	Standard I: Mission and Goals	Standard II: Ethics and Integrity	Standard III: Design and Delivery of the Student Learning Experience	Standard IV: Support of the Student Learning Experience	Standard V: Educational Effectiveness Assessment	Standard VI: Planning, Resources, and Administration	Standard VII: Governance, Leadership, and Administration
<p>Institutional Priority 1: We will graduate students with competence, character and compassion, to be global citizens of leadership and service through innovative and interdisciplinary programs and services.</p>	X		X	X	X		
<p>Institutional Priority 2: We will embody the values of our Felician Franciscan heritage as stewards of our assets and property within the framework of our institutional advancement efforts and our fiscal sustainability.</p>	X	X				X	
<p>Institutional Priority 3: We will assure institutional effectiveness through innovative organizational policies and practices.</p>	X	X		X	X	X	X

ORGANIZATIONAL STRUCTURE OF THE STEERING COMMITTEE AND WORKING GROUPS

In early January 2018, Dr. Prisco appointed Dr. B. Kaye Walter, Executive Director of Institutional Effectiveness, and Dr. Mara Zukowski, Associate Dean of Humanities/Professor of Religious Studies, to serve as co-chairs of the Steering Committee along with the Executive Team Members, Dr. George Abanza, Dean of the School of Arts & Sciences and Associate Professor of Philosophy; Ms. Fran Andrea, Vice President, Enrollment Management and Student Affairs; Dr. Ed Ogle, Vice President for Academic Affairs; and Mr. Tom Truchan, VP, Business and Finance. Individuals for the Steering Committee were selected for their knowledge of the University, previous experience with the accreditation process, and willingness to serve and provide leadership for the Middle States Accreditation Self-Study process. The Steering Committee with 19 members was finalized in February 2018. The membership includes co-chairs for the Steering Committee and co-chairs for each of the seven standards. The co-chairs for the Working Groups are listed below:

Member	University Title/Affiliation	Co-Chair/Executive Team of Self Study/and/or Working Group
Priscilla Klymenko, M.A.	Registrar	Co-Chair Standard 1 Work Group
Sylvia McGeary, Ph.D.	Executive Director for Mission Integration	Co-Chair Standard 1 Work Group
Marie Cueman, Ph.D., RN	Professor, School of Nursing	Co-Chair Standard 2 Work Group
Cynthia Montalvo	Executive Director, Student Financial Services	Co-Chair Standard 2 Work Group
Christine Mihal, RN, M.S.N, Ed.D.	Associate Dean/Director, Fast Track RN to B.S.N. and RN to MSN in Nursing Administration/MSN Nursing Administration	Co-Chair Standard 3 Work Group
David Turi, Ph.D.	Associate Dean/Associate Professor, School of Business	Co- Chair Standard 3 Work Group
Ronald Gray, Ph.D.	Dean of Students	Co-Chair Standard 4 Work Group
Dolores Henchy, D.Min.	Dean, Student Academic Success Programs	Co-Chair Standard 4 Work Group
Jeffrey Blanchard, Ph.D.	Director of Honors Program/Associate Professor of English	Co-Chair Standard 5 Work Group
Stephanie McGowan, Ed.D.	Dean, School of Education	Co-Chair Standard 5 Work Group

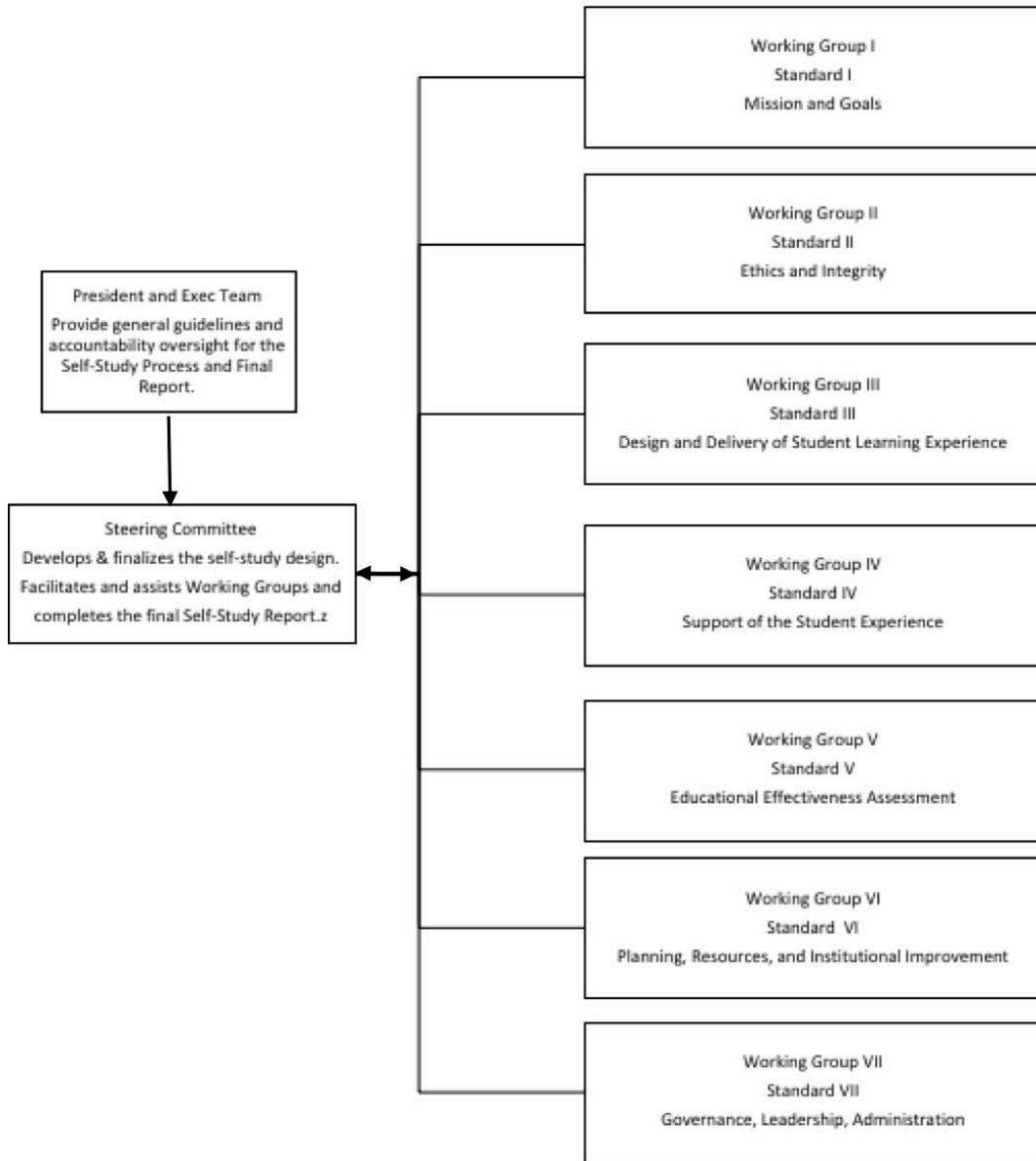
Fran Andrea	Vice President, Enrollment Management and Student Affairs	Co-Chair Standard 6 Work Group, Executive Team of Self-Study
Tom Truchan, C.P.A.	Vice President, Business and Finance	Co-Chair Standard 6 Work Group, Executive Team of Self-Study
John Farkas, Ph.D.	Vice President, University Advancement	Co-Chair Standard 7 Work Group
Joseph Lizza, MBS, C.P.A., CGMA	Assistant Professor, School of Business	Co-Chair Standard 7 Work Group

The self-study will be led by the Self-Study Steering Committee and seven Working Groups with guidance and accountability oversight from President Prisco and the Executive Team. The diagram on the following page details the organizational structure of the Steering Committee and the seven Working Groups.

A Learning Management System work space has been initiated for use by the Steering Committee and Working Groups. Working Group Templates, Evidence Inventory, and relevant documents have been uploaded to the working site. This will allow total transparency for all working groups and will promote collaboration throughout the process. This virtual common area will ensure that undue duplication of effort is kept to a minimum.

The Steering Committee will have access to all materials and online conversations in the work site. The Steering Committee will also have monthly meetings scheduled to review progress of the process and assist in the process as needed.

Self-Study Steering Committee and Working Groups



The Steering Committee and all Working Groups are fully staffed. An official University Self-Study Kick-Off event is scheduled for April 4, 2018.

GUIDELINES FOR REPORTING AND CHARGES TO THE STEERING COMMITTEE AND WORKING GROUPS

The Steering Committee and Working Groups are charged with the following tasks leading to the final self-study report. Each Work Group will:

- Develop a deep understanding of the history, mission, and the strategic plan of Felician University as it relates to the seven MSCHE foundational standards required for re-affirmation of accreditation and Requirements of Affiliation.
- Use the MSCHE report guidelines and contribute to the design of the Self-Study and the final Self-Study report.
- Carefully review the 2010 decennial report and the 2015 PRR in order to become aware of past successes and challenges in meeting accreditation standards.
- Develop questions that are appropriate to the assigned standard, each priority, and Requirements of Affiliation.
- Identify sources of information, including colleagues inside and outside the University community for feedback, guidance, information, and ideas to use as a basis for suggestions and possible recommendations for institutional renewal and transformation.
- Use the Working Group templates that have been provided to facilitate the development of the Evidence Inventory.
- Generate written reports that clearly indicate each of the questions developed, and the methods and data used to answer the questions.
- Provide an analysis of the University's successes and challenges in meeting the assigned standard and Requirements of Affiliation in the context of the institution's mission and goals and draw reasonable inferences and conclusions.
- Discuss the relationship of the assigned Standard, Institutional Priorities and Requirements of Affiliation with the other Middle States Standards for Accreditation.
- Summarize the results of the findings.
- Provide opportunities for improvement and innovation.

Standard Addressed	Co-Chairs and Work Group Members	Charge and specific lines of inquiry
Middle States Self-Study Steering Committee	Co-Chairs: <ul style="list-style-type: none"> • B. Kaye Walter, Ph.D. – Executive Director of Institutional Effectiveness • Mara Zukowski, Ph.D. – Associate Dean of Humanities/Professor of Religious Studies 	
Standard 1: 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.	Co-Chairs: <ul style="list-style-type: none"> • Sylvia McGeary, Ph.D. – Executive Director for Mission Integration • Priscilla Klymenko, M.A. – Registrar Work Group Members: <ul style="list-style-type: none"> • Ann Guillory, Ed.D. – Professor of Psychology • Sharon McNulty – Director of Counseling Services • Fr. John O’Neill, Ph.D. – Professor of Religious Studies • Barbara Perdue – Director of Institutional Marketing/Publications • Kathy Prieto – Senior Associate Director of Financial Aid • Patrick Weir, Ph.D. – Professor of Biology 	The purpose of this working group is to investigate the effectiveness with which Felician University adheres to Middle States Standard 1, which states: 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. Working Group 1 will address Institutional Priorities 1, 2, and 3 and the relevance of these three Institutional Priorities to Standard 1. Working Group 1 will also address Requirements of Affiliation questions 1, 2, 4, 5, 6, and 7 found in the Working Group Template.
Standard 2: Ethics and Integrity	Co-Chairs: <ul style="list-style-type: none"> • Marie Cueman, Ph.D., RN – Professor, School of Nursing 	The purpose of this working group is to investigate the effectiveness with which

<p>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.</p>	<ul style="list-style-type: none"> • Cynthia Montalvo – Executive Director, Student Financial Services <p>Work Group Members:</p> <ul style="list-style-type: none"> • Sister Annelle Velivis, Ph.D. – Director, BMA Institute • Jimena Buitrago – Director of Alumni Relations • Tara Brugnoni, D.Litt. – Director of Community Rights and Responsibilities • Jean Conlon-Yoo, M.S.N., RN, APN – Instructor, School of Nursing • Diane De Padova – Human Resources and Benefits Coordinator • Irfan Khawaja, Ph.D. – Associate Professor of Philosophy • Barbara Romano – Associate Registrar, VA Representative 	<p>Felician University adheres to Middle States Standard 2, which states:</p> <p>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.</p> <p>Working Group 2 will address Institutional Priorities 2 and 3 and the relevance of these two Institutional Priorities to Standard 2.</p>
<p>Standard 3: Design and Delivery of Student Learning Experience</p> <p>An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.</p>	<p>Co-Chairs:</p> <ul style="list-style-type: none"> • Christine Mihal, RN, M.S.N., Ed.D. – Associate Professor and Associate Dean and Director of Fast Track RN to B.S.N. and RN to MSN in Nursing Administration/MSN Nursing Administration • David Turi, Ph.D. – Associate Dean/Associate Professor, School of Business <p>Work Group Members:</p> <ul style="list-style-type: none"> • Camille Braker-Balkum – Associate Director, Graduate Admissions 	<p>The purpose of this working group is to investigate the effectiveness with which Felician University adheres to Middle States Standard 3, which states:</p> <p>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</p>

	<ul style="list-style-type: none"> • Kimberly Burrows, MSN, RN – Instructor, School of Nursing • Manuel Ferreira, Ed.D. – Associate Dean of Mathematics, Computer, Natural and Social Sciences, Associate Professor of Mathematics • Julie O’Connell, Ph.D. – Associate Professor of English • Yaruby Petit-Frere – Director of Office of International Programs • Annette Rycharski, M.S. – Instructor, School of Education • Deanna Valente, MBA – Associate Dean, Center for Digital Design and Online Learning • One graduate student • One undergraduate student 	<p>higher education expectations.</p> <p>Working Group 3 will address Institutional Priority 1 and the relevance of this Institutional Priority to Standard 3.</p> <p>Working Group 3 will also address Requirements of Affiliation questions 8 and 15 found in the Working Group Template.</p>
<p>Standard 4: Support of the Student Experience</p> <p>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</p>	<p>Co-Chairs:</p> <ul style="list-style-type: none"> • Ronald Gray, Ph.D. – Dean of Students • Dolores Henchy, D.Min. – Dean of Student Academic Success Programs <p>Work Group Members:</p> <ul style="list-style-type: none"> • Erica Anderson – Student Affairs • Ben Dinallo, Jr. – Athletic Director, Golf Coach • Steve Goetsch – Associate Vice President, Enrollment Management and Marketing • Melissa MacAlpin, MFA – Associate Professor of Art 	<p>The purpose of this working group is to investigate the effectiveness with which Felician University adheres to Middle States Standard 4, which states:</p> <p>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</p>

<p>professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.</p>	<ul style="list-style-type: none"> • Patty McTaggart – Administrative Assistant, School of Business • Sister Elizabeth Morley, B.A. – Coordinator, Tutoring Services • Shalini Patel – Bursar • Diane Sedlmeir – Associate Director Admissions • One graduate student • One undergraduate student 	<p>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.</p> <p>Working Group 4 will address Institutional Priorities 1 and 3 and the relevance of these two Institutional Priorities to Standard 4.</p>
<p>Standard 5: Educational Effectiveness Assessment</p> <p>Assessment of student learning and achievement demonstrates that the institution’s students have accomplished educational goals consistent with their program of study, degree level, the institution’s mission and appropriate expectations for institutions of higher education.</p>	<p>Co-Chairs:</p> <ul style="list-style-type: none"> • Jeffrey Blanchard, Ph.D. – Director of Honors Program/Associate Professor of English • Stephanie McGowan, Ed.D. – Dean, School of Education <p>Work Group Members:</p> <ul style="list-style-type: none"> • Tiffany Austin – Director, Career Development Center • Patrick Dezort – Assistant Dean of Students • Mary Laban, MSN, RN, APN – Instructor, School of Nursing • Michael Nyklewicz, MFA – Associate Professor of Art • Patricia O’Brien-Barry, Ph.D., RNC-OB – Professor, School of Nursing • Robert Rogers, Ph.D. – Associate Professor of Biology • Michael Szarek – Assistant Vice President of Graduate Enrollment 	<p>The purpose of this working group is to investigate the effectiveness with which Felician University adheres to Middle States Standard 5, which states: Assessment of student learning and achievement demonstrates that the institution’s students have accomplished educational goals consistent with their program of study, degree level, the institution’s mission, and appropriate expectations for institutions of higher education.</p> <p>Working Group 5 will address Institutional Priorities 1 and 3 and the relevance of these two Institutional Priorities to Standard 5.</p> <p>Working Group 5 will also address Requirements of Affiliation questions 9 and 10 found in the Working Group Template.</p>

<p>Standard 6: Planning, Resources, and Institutional Improvement</p> <p>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.</p>	<p>Co-Chairs:</p> <ul style="list-style-type: none"> • Fran Andrea – Vice President, Enrollment Management and Student Affairs • Tom Truchan, C.P.A. – Vice President, Business and Finance <p>Work Group Members:</p> <ul style="list-style-type: none"> • Clevell S. Roseboro II – Director of Library Services • David Santos – IT Security Officer and Help Desk Manager • Anthony Scardino, Ph.D. – Associate Professor, School of Business • Andrew Toriello – Associate Director of Athletics and Compliance Officer 	<p>The purpose of this working group is to investigate the effectiveness with which Felician University adheres to Middle States Standard 6, which states:</p> <p>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.</p> <p>Working Group 6 will address Institutional Priorities 2 and 3 and the relevance of these two Institutional Priorities to Standard 6.</p> <p>Working Group 6 will also address Requirements of Affiliation question 11 found in the Working Group Template.</p>
<p>Standard 7: Governance, Leadership, and Administration</p> <p>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</p>	<p>Co-Chairs:</p> <ul style="list-style-type: none"> • John Farkas, Ph.D. – Vice President, University Advancement • Joseph Lizza, Sr., MBS, C.P.A., CGMA – Assistant Professor, School of Business <p>Work Group Members:</p> <ul style="list-style-type: none"> • Kristen Abbey, Ph.D. – Assistant Professor of English 	<p>The purpose of this working group is to investigate the effectiveness with which Felician University adheres to Middle States Standard 7, which states:</p> <p>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</p>

<p>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.</p>	<ul style="list-style-type: none"> • Peter Economou, Ph.D. – Associate Professor of Counseling Psychology • Muriel M. Shore, Ed.D., RN, NEA-BC, FNAP – Dean and Professor, School of Nursing/Director of the Felician University Institute for Gerontology • Ginny Topolski – Director, Human Resources 	<p>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.</p> <p>Working Group 7 will address Institutional Priority 3 and the relevance of this Institutional Priority to Standard 7.</p> <p>Working Group 7 will also address Requirements of Affiliation questions 12, 13 and 14 found in the Working Group Template.</p>
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The following individuals will provide resources for the Steering Committee throughout the self-study process. They are:

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|----------------------|---|
| Debbie Mezzanotte | Admin. Asst. Academic Affairs |
| Reema Panwar, MBA | Director of Institutional Research |
| Barbara Perdue | Director of Institutional Marketing/Publications |
| Clevell Roseboro II | Director of Library Services |
| Kerri Scott | Special Projects Analyst, Business |
| Deanna Valente, MBA | Associate Dean, Center for Digital Design and Online Learning |
| Sherida Yoder, Ph.D. | Professor of English |

The Executive Team members are:

- | | |
|----------------------|--|
| George Abanza, Ph.D. | Dean of the School of Arts & Sciences, Associate Professor of Philosophy |
| Francine Andrea | Vice President, Enrollment Management and Student Affairs |
| Edward Ogle, Ed.D. | Vice President for Academic Affairs |
| Tom Truchan, C.P.A. | Vice President, Business and Finance |

Town hall facilitators and analysts:

Ronald Gray, Ph.D. – Dean of Students

James G. Smith, Ph.D. – Associate Professor of Graduate Counseling Psychology

The following products will be completed by each of the seven Work Groups.

1. Working Group Templates – See sample template below
2. Initial Outlines and Timelines – Using the Working Group Templates, the Working Groups will generate the initial Outlines and Timelines for their proposed work.
3. Working Group Reports
4. Preliminary Drafts
5. Final Draft
6. Final Self-Study Report
7. Check List of Integration of Products into Timeline

The following is a sample template used to construct the individual Working Group Templates. The Work Group Templates have been developed for all seven working groups and are being uploaded on the Steering Committee and Work Group Learning Management System work space.

Template for Work Group A: Standard A

Committee Co-Chairs:
Work Group Members:
Group charge: The purpose of this working group is to investigate the effectiveness with which Felician University adheres to Middle States Standard A, which states: To address this charge, please answer the following questions. Below each question is a suggested methodology. The questions may not be changed (although components may be added to them), but the methodologies are merely suggestions. Feel free to add additional methodologies and resources necessary to respond fully to the questions. In the space provided, address questions (a) through (e) for each question.
Question 1: Does Felician University comply with Standard A? <u>Suggested Methodology</u> <ul style="list-style-type: none">• Review criteria of Standard A• Examine Felician University Document XYZ for relationship to Standard A

Suggested Resources

- Middle States Accreditation Standard A
 - Felician University Document XYZ
- a) Summarize the results of your systematic review of the information.
 - b) Using the results, critically analyze the strengths and weaknesses of Felician University in meeting this criterion of Standard A.
 - c) Explain how the response to this question addresses Middle States Standard A.
 - d) Discuss the relationship of this topic with the other Middle States standards (available in Standards for Accreditation and Requirements of Affiliation, Thirteenth Edition).
 - e) What are the recommendations of the work group for improvements and innovation in this area?

The following charges have been established for each of the Working Groups:

Working Group 1 – To investigate the effectiveness with which Felician University adheres to Middle States Standard 1, which states: *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.*

Working Group 1 will address Institutional Priorities 1, 2, and 3 and the relevance of these three Institutional Priorities to Standard 1.

Working Group 1 will also address Requirements of Affiliation questions 1, 2, 4, 5, 6, and 7 found in the Working Group Template.

Working Group 2 – To investigate the effectiveness with which Felician University adheres to Middle States Standard 2, which states: *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.*

Working Group 2 will address Institutional Priorities 2 and 3 and the relevance of these two Institutional Priorities to Standard 2.

Working Group 3 – To investigate the effectiveness with which Felician University adheres to Middle States Standard 3, which states: *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.*

Working Group 3 will address Institutional Priority 1 and the relevance of this Institutional Priority to Standard 3.

Working Group 3 will also address Requirements of Affiliation questions 8 and 15 found in the Working Group Template.

Working Group 4 – To investigate the effectiveness with which Felician University adheres to Middle States Standard 4, which states: *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.*

Working Group 4 will address Institutional Priorities 1 and 3 and the relevance of these two Institutional Priorities to Standard 4.

Working Group 5 – To investigate the effectiveness with which Felician University adheres to Middle States Standard 5, which states: *Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.*

Working Group 5 will address Institutional Priorities 1 and 3 and the relevance of these two Institutional Priorities to Standard 5.

Working Group 5 will also address Requirements of Affiliation questions 9 and 10 found in the Working Group Template.

Working Group 6 – To investigate the effectiveness with which Felician University adheres to Middle States Standard 6, which states: *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.

Working Group 6 will address Institutional Priorities 2 and 3 and the relevance of these two Institutional Priorities to Standard 6.

Working Group 6 will also address Requirements of Affiliation question 11 found in the Working Group Template.

Working Group 7 - To investigate the effectiveness with which Felician University adheres to Middle States Standard 7, which states: ***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.***

Working Group 7 will address Institutional Priority 3 and the relevance of this Institutional Priority to Standard 7.

Working Group 7 will also address Requirements of Affiliation questions 12, 13 and 14 found in the Working Group Template.

ORGANIZATION OF THE FINAL SELF-STUDY REPORT

Felician University

Executive Summary

Introduction

Chapter One – Standard I: Mission and Goals

Chapter Focus: Institutional Priority 1, Priority 2 and Priority 3 as taken from the Strategic Plan

Chapter Two – Standard II: Ethics and Integrity

Chapter Focus: Institutional Priority 2 and Priority 3 as taken from the Strategic Plan

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

Chapter Focus: Institutional Priority 1 as taken from the Strategic Plan

Chapter Four – Standard IV: Support of the Student Experience

Chapter Focus: Institutional Priority 1 and Priority 3 as taken from the Strategic Plan

Chapter Five – Standard V: Educational Effectiveness Assessment

Chapter Focus: Institutional Priority 1 and Priority 3 as taken from the Strategic Plan

Chapter Six – Standard VI: Planning, Resources and Institutional Improvement

Chapter Focus: Institutional Priority 2 and Priority 3 as taken from the Strategic Plan

Chapter Seven – Standard VII: Governance, Leadership and Administration

Chapter Focus: Institutional Priority 3 as taken from the Strategic Plan

Conclusion – Summarize the findings of the Self Study and address future initiatives and how the self-study process will be used for continuous improvement and future innovation.

Appendices

VERIFICATION OF COMPLIANCE STRATEGY

The verification of institutional compliance will focus on the following areas:

1. Student identity verification in distance and correspondence education
2. Transfer of credit policies and articulation agreements
3. Title IV program responsibilities
4. Institutional records of student complaints
5. Required information for students and the public
6. Standing with state and other accrediting agencies
7. Contractual relationships
8. Assignment of credit hours

The University compliance committee, chaired by Francine Andrea will be responsible for the process. Membership in the compliance committee is as follows:

Patrick Weir, Ph.D.

Cynthia Montalvo

Andrew Toriello

Virginia Topolski, M.A.

Michael Sanford, Ph.D.

Tara Brugnoli, D.Litt.

Ronald Gray, Ph.D.

EVIDENCE INVENTORY

A Preliminary Inventory of Documents and Resources has been developed as a starting point and is attached to the proposed Design document. The Inventory list has been loaded into the Learning Management System working space that is being used by the Steering Committee and Work Groups. The Inventory is a living document and is considered “under construction” until the process is complete.

These resources provide a starting point for the Work Groups to find information relevant to their standards and research questions. As the Work Groups gather and analyze information, they may discover other resources that will be of use. If additional resources are located by the

Work Groups, electronic copies should be forwarded to the Steering Committee Co-Chairs so that the resources can be included in the Evidence Inventory and shared with all members of the Work Groups.

TIMETABLE FOR THE SELF-STUDY

Felician University would like to have its Middle States Self-Study evaluation visit in the Spring of 2020. Below is an overall timeline for the Spring 2020 Middle States Self-Study preparation and visit. Specific timelines and due dates will be established by the Steering Committee and the Working Groups.

WHEN	WHAT	WHO
2017	Self-Study Institute	Ed Ogle, Fran Andrea, Tom Truchan, and George Abaunza
January 2018	Finalize Steering Committee, Working Group co-chairs and members	Executive Team, Co-chairs, Dr. Prisco
January - February 2018	Choose Self-Study Model	Executive Team
January - February 2018	Draft self-study design, including research questions for Working Groups	Executive Team, Co-chairs
January - February 2018	Create Communication Plan	Executive Team, Co-chairs
January - February 2018	Complete preliminary inventory of Documents and Resources	Executive Team, Co-chairs
January - February 2018	Prepare University community for staff liaison's visit	Executive Team, Co-chairs
February 2, 2018	Skype Session with Dr. Faison	Ed Ogle, Fran Andrea, Tom Truchan, George Abaunza, Mara Zukowski, Kaye Walter
February 14, 2018	Program Design Document due to Dr. Faison	Dr. Ogle
February 28, 2018	MSCHE staff liaison's visit to provide feedback on Design	Board Members, President, Faculty, Staff, Students, Self-Study Committee
March 2018	Self-Study Design revisions complete and submitted to MSCHE	Executive Team, Co-Chairs, Working Groups, Dr. Faison
March 2018	Receive approval on Felician University's self-study design from MSCHE	Dr. Faison
March 14, 2018	Working Group Orientation and Training to become familiar with Felician	All internal community members invited

	University's self-study design and research questions	
April 4, 2018	Middle States Self-Study Kickoff	Town hall Meeting
April 2018	Working Group co-chairs meet to identify/gather necessary documents including documentation for compliance report	Working Group co-chairs & Steering Committee
June 15, 2018	Working Group Outlines Due	All Working Groups
May 2018 – December 2018	Working Groups read supporting documents and generate a list of additional data needs Working Groups review data, conduct interviews, meet with Steering Committee Working Groups carry out their charges with oversight from Steering Committee	Steering Committee & Working Groups
May 2018 – December 2018	Prepare, conduct, and analyze campus-wide survey	Steering Committee & Working Groups, Institutional Research
May 2018 – December 2018	Progress updates due from co-chairs	Co-Chairs
December 15, 2018	First drafts of chapters from Working Groups; feedback obtained	Steering Committee, Working Groups, Communication Team, Writing Team
March 2019	MSCHE Team Chair selected and confirmed	Middle States Commission on Higher Education
April 2019	Second drafts from Working Groups submitted to Self-Study Writing Team	Steering Committee, Writing Team
April 2019	Writing Team drafts comprehensive Self-Study based on drafts submitted by Working Groups	Steering Committee, Writing Team
May 2019	Review and community-wide discussion of Self-Study; revisions made as necessary based on feedback.	All campus community members
May 2019	Preparation of Verification of Compliance Report begins	Fran Andrea
July 2019	Second draft of Self-Study generated by Writing Team and distributed	Steering Committee, Dr. Ogle
August 2019	Self-Study draft to Team Chair in advance of Preliminary Visit	Steering Committee, Dr. Ogle
September- November 2019	Edits/revisions to Self-Study based upon feedback from Team Chair	Steering Committee, Dr. Ogle
November 2019	Preliminary Visit by Team Chair; feedback on Self-Study Draft	Team Chair, Steering Committee, Dr. Ogle, Dr. Prisco

December 2019	Final version of Self-Study produced & sent to Visiting Team (6 weeks prior to visit)	Steering Committee, Dr. Ogle
December 2019	Verification of Compliance report due	Fran Andrea
March 2020	Visiting Team on Campus	Visiting Team, All campus stakeholders
June 2020	Commission meets to determine accreditation action	Middle States Commission on Higher Education

COMMUNICATION PLAN

OBJECTIVES	AUDIENCES	METHODS	TIMING
To update University stakeholders (internal and external) about the Self-Study process	Students	Self-Study Website; town hall meetings; student surveys; presentations to Student Government Association; include Student Government Association representative on Working Groups	Updates on the process will go out from the Steering Committee to the community quarterly. October 2018 January 2019 April 2019 July 2019 October 2019 January 2020 April 2020 July 2020
	Alumni	Self-Study Website; articles in alumni magazine, presentations to Alumni Association; include Alumni representatives on Working Groups	Updates on the process will go out from the Steering Committee to the community quarterly. October 2018 January 2019 April 2019 July 2019 October 2019 January 2020 April 2020 July 2020
	Faculty	Self-Study Website; updates to faculty at Faculty Conference and through Faculty Senate; town hall	Updates on the process will go out from the Steering Committee to the community quarterly. October 2018

		meetings; faculty representatives on Working Groups, general faculty meetings	January 2019 April 2019 July 2019 October 2019 January 2020 April 2020 July 2020
	Administration/Staff	Self-Study Website; regular updates provided through publications, town hall meetings; representatives of administration and staff on Working Groups	Updates on the process will go out from the Steering Committee to the community quarterly. October 2018 January 2019 April 2019 July 2019 October 2019 January 2020 April 2020 July 2020
	Board of Trustees	Self-Study Website; regular updates provided via publications and during Board meetings; formal presentation to the Board of Trustees by Steering Committee co-chairs	Updates will be given at the Board meetings as scheduled by the Board of Trustees.
	External Stakeholders	Self-Study Website; publications; town hall meetings	Through scheduled town hall meetings, surveys, and through the website in periodic intervals. November 2018 February 2019 November 2020
To gather feedback about Working Group reports	Students	Feedback from representatives on Working Groups	Through scheduled town hall meetings, surveys, and through the website in periodic intervals November 2018 February 2019 November 2020

	Alumni	Feedback from representatives on Working Groups	Through scheduled town hall meetings, surveys, and through the website in periodic intervals November 2018 February 2019 November 2020
	Faculty	Feedback from representatives on Working Groups	Through scheduled town hall meetings, surveys, and through the website in periodic intervals November 2018 February 2019 November 2020
	Administration/Staff	Feedback from representatives on Working Groups	Through scheduled town hall meetings, surveys, and through the website in periodic intervals November 2018 February 2019 November 2020
	Board of Trustees	Feedback about relevant reports from Board members	Scheduled through the Board of Trustees
	External Stakeholders	Feedback from focus groups	Through scheduled town hall meetings, surveys, and through the website in periodic intervals November 2018 February 2019 November 2020
To gather feedback about the draft Self-Study	Students	Town hall meetings; Self-Study email feedback	Through scheduled town hall meetings, surveys, and through the website in periodic intervals May 2019
	Alumni	Town hall meetings; Self-Study email feedback	Through scheduled town hall meetings, surveys, and through the website in periodic intervals May 2019

	Faculty	Town hall meetings; Self-Study email feedback	Through scheduled town hall meetings, surveys, and through the website in periodic intervals May 2019
	Administration/Staff	Town hall meetings; Self-Study email feedback	Through scheduled town hall meetings, surveys, and through the website in periodic intervals May 2019
	Board of Trustees	Board Meetings, Website	Through scheduled town hall meetings, surveys, and through the website in periodic intervals May 2019
	External Stakeholders	Focus groups	Through scheduled town hall meetings, surveys, and through the website in periodic intervals May 2019

PROFILE OF THE VISITING EVALUATION TEAM

Felician University respectfully requests that the Middle States Commission on Higher Education consider the following suggestions when preparing an accreditation evaluation team for Felician University:

1. The chairperson should be a president of a small, private, faith-based, liberal arts university with experience in working with a culturally diverse university.
2. In general, team members should:
 - a. Possess expertise and sensitivity to diverse student populations
 - b. Come from the university sector, with experience in faith-based institutions of higher education.
 - c. Be fluent in unique issues associated with privately funded institutions.
3. More specifically, the team should have at least one member with expertise in:
 - a. Institutional and Student learning outcomes assessment
 - b. General Education
 - c. Multi-site environments
 - d. Instructional and Information Technology

e. Finance

4. The Table below contains the top 10 Academic Programs (IPEDS) with enrollment by number of students offered within the four Schools of Felician University: **School of Arts and Sciences**, **School of Business**, **School of Education**, and **School of Nursing**. Felician University requests team members who are familiar with these types of academic programs in Arts and Sciences, Business, Education, and Nursing.

Top 10 Academic Programs by Student Enrollment for Spring 2018			
Spring 2018 Enrollment by Program*			
ACADEMIC PROGRAM	PROGRAM TITLE	ACPG Type	Number of Students
NURS.BSN	Nursing, BSN	TUG	318
CRIM.BS	Criminal Justice, BS	TUG	123
BIO.BS	Biology, BS	TUG	97
NURS.RN.FT.BSN	Nursing, RN to BSN Fast Track Program	AUG	90
LA.UND.BA	Undecided	TUG	88
BIO.PRE.BS	Biology, Pre-Professional Programs, BS	TUG	67
NURS.FN.MSN	Master of Science in Nursing with a Track in Family Nurse	GRA	64
PSYC.BA	Psychology, BA	TUG	64
COUNS.PSYC.MA	Counseling Psychology, MA	GRA	61
BUSAD.BS	Business Administration, BS	TUG	56

* Data as per the February 26, 2018 Term Directory

Peer Group Institutions	
1	Caldwell University
2	College of Mount Saint Vincent
3	Georgian Court University
4	Holy Family University
5	Neumann University
6	Saint Francis University
7	Saint Peter's University

Aspirational Group Institutions	
1	Cabrini University

2	College of Holy Cross, Worcester
3	DeSales University
4	Marist College
5	Sacred Heart University
6	Seton Hall University
7	University of Scranton

