

MONMOUTH UNIVERSITY

Institutional Self-Study Design

**Submitted to
Middle States Commission on Higher Education**

**Prepared by
The Steering Committee for the Middle States Self-Study**

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I. Introduction

As described in its Mission Statement, Monmouth University is an independent, comprehensive institution of higher learning, focused on teaching and scholarship at the undergraduate and graduate levels, and dedicated to service in the public interest and to the enhancement of the quality of life. Monmouth is committed to providing a learning environment that enables men and women to pursue their educational goals, to reach their full potential, to determine the direction of their lives, and to contribute actively to their community and society.

Monmouth was founded in 1933 as the Central Jersey Shore's first center of higher education. With an outpouring of support from the state's educational community, Monmouth began as a two-year college conducting classes in borrowed quarters. By the 1950s, it grew into a four-year college offering baccalaureate programs on its 154-acre suburban West Long Branch campus, which connected the college to New Jersey's historic past: Woodrow Wilson Hall, the University's administrative center, is a National Historic Landmark, and the Guggenheim Memorial Library is listed on the National Register of Historic Places. By the 1960s, Monmouth had started to offer master's degree programs. By 1995, it had grown sufficiently to achieve university status.

During the past decade, Monmouth has continued to grow impressively. It has doubled the number of full-time faculty, added new academic programs, integrated technology into teaching and learning, built three residence halls, developed two academic programs, completed numerous construction and renovation projects, and added four new Division I sports teams. Undergraduate and graduate degree programs became housed in six schools: the School of Business Administration; the Wayne D. McMurray School of Humanities and Social Sciences; the School of Education; the School of Science, Technology, and Engineering; the Marjorie K. Unterberg School of Nursing and Health Studies; and the Graduate School. Monmouth's business program has earned accreditation by the Association to Advance Collegiate Schools of Business (AACSB).

Today, the University serves an enrollment of more than six thousand undergraduate and graduate students, a richly diverse group that comes from twenty-three states and thirty-one nations. The student body includes traditional-age students, young professionals pursuing advanced studies, and mature men and women resuming studies in preparation for a career change or for personal enrichment. Eighty-nine percent of undergraduate students and thirty-eight percent of graduate students attend full time.

Monmouth students benefit from quality academic programs, small class sizes, professors who meet high standards for teaching and academic excellence, and a variety of extracurricular activities. Students may choose from among forty-five undergraduate and

graduate degree programs, including distinctive offerings such as undergraduate and graduate programs in software engineering, and graduate programs in forensic nursing and in social work. All undergraduate students are required to complete an Experiential Education requirement that enables them to test their academic knowledge and skills in real-world settings, such as internships, co-ops, and supervised study abroad programs in London, Madrid, and Sydney. Students also benefit from small class sizes: half of the classes have fewer than twenty-one students, and no course section is larger than thirty-five students. There are more than five hundred faculty members, allowing for a 15:1 student-to-faculty ratio, and more than seventy-three percent of the 253 full-time faculty members have earned a doctoral, first professional, or other terminal degree. Monmouth students participate in more than sixty-five extracurricular organizations and special interest activities, in addition to an NCAA Division I Athletics program, which fields nineteen men's and women's teams.

Monmouth has just developed a strategic plan that, when implemented, will fulfill its mission as a teaching-oriented and student-centered comprehensive institution, will enhance its visibility and academic reputation as the intellectual center of the Jersey Shore, and will lead it toward regional distinction.

II. Nature and Scope of the Self-Study

Monmouth University will conduct a comprehensive self-study in order to examine how well it is achieving its mission, goals, and objectives relative to the *Characteristics of Excellence in Higher Education*. The comprehensive self-study was chosen following discussions involving the President, the Provost, and the Self-Study Steering Committee. Other possible areas of emphasis were also suggested.

The consensus was to cover all of them by doing the comprehensive study. The reasons included Monmouth's comprehensive institutional nature as well as changes it has undertaken since becoming a university in 1995 and since its last comprehensive self-study in 1996. Other considerations relate to the fact that Mr. Paul G. Gaffney II became president, replacing Dr. Rebecca Stafford, who retired as of June 30, 2003.

III. Specific Goals and Objectives of the Self-Study

Monmouth University's self-study process will provide a timely, comprehensive review of its performance as measured against the fourteen characteristics of excellence. It is designed specifically to:

1. Assess institutional growth and progress since the last Institutional Self-Study in 1996 and the Periodic Review Report in 2001;
2. Foster broad campus discussion and evaluation of institutional mission, goals, objectives, and practices by involving as many members of the university community in the self-study process as possible;

3. Examine institutional assessment and assessment of student learning data to assist the planning process and to provide direction for the university; and
4. Make recommendations for the continuing improvement of university efforts to actualize its mission, attain its goals and objectives, and address current and future challenges.

IV. Organizational Structure, Responsibilities, and Membership of the Steering Committee

The Steering Committee will provide leadership for the entire self-study process. Working closely with the fourteen subcommittees (see Appendix I), it is responsible for writing the Self-Study Design, gathering and maintaining materials for the use of subcommittees and the Evaluation Team, and conducting university-wide forums to review drafts in progress of the Self-Study Report. The Steering Committee will be responsible for producing and submitting the final Self-Study Report.

The members of the Steering Committee are:

Dr. Saliba Sarsar, Co-Chair of the Steering Committee; Associate Vice President for Academic Program Initiatives; Associate Professor of Political Science

Dr. Julius Adekunle, Co-Chair of the Steering Committee; Associate Professor of History

Dr. Stanley Blair, Editor-in-Chief; Associate Professor of English

Dr. Kenneth Campbell, Chair, General Education Subcommittee; Associate Dean, School of Humanities and Social Sciences, and Associate Professor of History

Dr. Alan Cavaiola, Chair, Leadership and Governance Subcommittee; Associate Professor of Psychology

Dr. Rekha Datta, Chair, Mission, Goals, and Objectives Subcommittee; Chair, Department of Political Science and Associate Professor of Political Science

Dr. Joy Jackson, Chair, Student Support Services Subcommittee; Dean of Advising

Dr. Fred J. Kelly, Chair, Institutional Resources Subcommittee; Dean, School of Business Administration

Dr. Janet Mahoney, Chair, Integrity Subcommittee; Associate Professor of Nursing

Dr. Golam Mathbor, Chair, Faculty Subcommittee; Associate Professor of Social Work

Dr. Datta Naik, Chair, Planning, Resource Allocation, and Institutional Renewal Subcommittee; Dean, Graduate School

Ms. Susan O'Keefe, Chair, Administration Subcommittee; Associate Vice President for Academic Administration and Registrar

Dr. Michael Palladino, Chair, Institutional Assessment Subcommittee; Assistant Professor of Biology

Mr. Charles Parton, Trustee

Dr. Kathleen Pearle, Chair, Assessment of Student Learning Subcommittee; Associate Director of Outcomes Assessment

Mr. Thomas Porskievies, Trustee

Dr. Lynn Romeo, Chair, Educational Offerings Subcommittee; Chair, Educational Leadership and Special Education, and Associate Professor of Education

Dr. Eugene Simko, Chair, Student Admissions Subcommittee; Associate Professor of Management

Dr. Kenneth R. Stunkel, Editor-in-Chief, Institutional Self-Study; Professor of History

Dr. Richard Veit, Chair, Related Educational Activities Subcommittee; Assistant Professor of Anthropology

V. Subcommittees' Composition, Responsibilities, and Charges

General Charges to the Subcommittees

Each of the subcommittee chairs and members were asked to:

1. Begin the self-study process by reading the *Characteristics of Excellence in Higher Education* and *Designs for Excellence: Handbook for Institutional Self-Study*; by reviewing Monmouth's Self-Study Design of June 1995 and the Iona College Self-Study Design of November 2000 (which proved to be valuable and to which we are thankful) provided by Dr. George Santiago, MSCHE liaison to Monmouth; and by referring to Monmouth's Institutional Self-Study of 1996 and Periodic Review Report of 2001;
2. Contribute to the Self-Study Design by developing, in light of the aforementioned texts and Monmouth's accomplished record, a statement of purpose for their subcommittee as well as the research questions, methods, and resources that will guide their work;
3. View the entire self-study project, not simply to satisfy an external mandate, but in the larger context of Monmouth's commitment to continuous assessment and improvement in service of its mission, especially to its students; and
4. Locate the self-study process in the narrower context of Monmouth's mission and core values, principles and priorities, and timeline, as specified in Monmouth's Strategic Plan of 2004.

Given approval of the Self-Study Design by the Steering Committee and the Middle States Association, each subcommittee is further charged to:

1. Investigate, with rigor and objectivity, its assigned area according to its approved research design;
2. Understand its task as primarily analytical and produce a document accordingly;
3. Draft and revise by due dates set by the Steering Committee a document of no more than twenty-five double-spaced pages that
 - 3.1 Gives an overview of the area under study;
 - 3.2 Describes the process and methods used by the subcommittee;
 - 3.3 Identifies important achievements since the Periodic Review Report of 2001;

- 3.4 Documents and analyzes current trends, strengths, and challenges in the area under review; and
- 3.5 Recommends ways by which Monmouth can further its strengths and meet identified challenges;
- 4. Submit its draft electronically in Word format, using Times New Roman 12-point font, double-spaced and fully justified; and
- 5. Participate in the editorial process by which the several subcommittee reports are incorporated into the final Self-Study Report, while recognizing that its full report will be useful to the Monmouth's community and available to the Evaluation Team, even though length limitations will preclude incorporating it fully in the Self-Study Report.

Subcommittees' Specific Purposes, Questions, Methodologies, and Membership

1. Mission, Goals, and Objectives

PURPOSE

The Mission, Goals, and Objectives Subcommittee is charged with reviewing Monmouth University's Mission Statement as well as the goals and objectives that flow from it, and documenting the changes that have occurred since the last Institutional Self-Study. The subcommittee will examine the above in relationship to Monmouth's history and traditions; adequacy and distinctiveness; clarity and congruence; integrity and utility, outcomes assessment; continued relevance; and the nature and process of change.

QUESTIONS

Based on a review of *Characteristics of Excellence in Higher Education*, as well as issues specific to Monmouth University, the following questions have been developed to guide the subcommittee in its research effort.

CORE VALUES:

- 1.1 What core values are embodied in the mission, goals, and objectives?
- 1.2 Does the mission statement identify Monmouth as a teaching and student-centered institution?
- 1.3 Do the mission, goals, and objectives serve as guides for the university's planning process, decision making, and resource allocation?

CLARITY, CONSISTENCY:

- 1.4 Does Monmouth have a clearly defined mission, goals, and objectives?
- 1.5 Does Monmouth engage in realistic mission, goals, and objectives?
- 1.6 Are the institutional goals and objectives consistent with the mission?
- 1.7 How do the mission, goals, and objectives relate to internal as well as external contexts and constituencies?
- 1.8 Are academic programs and curriculum development consistent with the mission, goals, and objectives?

- 1.9 Are there additional statements needed to make the mission, goals, and objectives more comprehensive and consistent?

DISSEMINATION, RECOGNITION:

- 1.10 Does the university widely publicize its mission, goals, and objectives to the Monmouth community and to the local and regional communities?

PROCESS, RESOURCES, SUPPORT:

- 1.11 Were the mission, goals, and objectives formally approved?
- 1.12 Was the mission statement developed through collaborative participation by those who facilitate or are otherwise responsible for institutional improvement and developments?
- 1.13 Is support for scholarly and creative activities at all levels included in the mission, goals, and objectives?

ASSESSING OUTCOMES:

- 1.14 How are Monmouth's mission, goals, and objectives used to develop and shape its programs and institutional practices?
- 1.15 To what extent is Monmouth's mission linked to its goals and objectives that focus on student learning, other outcomes, and institutional improvement?
- 1.16 Are Monmouth's goals and objectives based on outcomes that can be evaluated?
- 1.17 How does Monmouth periodically evaluate its effectiveness in achieving its mission, goals, and objectives?
- 1.18 How have specific assessment results been used in the development and revision of Monmouth's mission, goals, and objectives?

METHODS

The subcommittee will review primary data from prior self-study reports, strategic plans/vision statements, and situation audits. The subcommittee will interview members of the university community who have served previously on the Middle States Mission, Goals, and Objectives Subcommittee, and will interview members who helped arrive at the current mission statement. The subcommittee will refer to previous copies of the statement of the university's goals and objectives.

RESOURCES

Monmouth University Mission Statement
Monmouth University Self-Study Report, 1996 and Follow-up Reports
Monmouth University Periodic Review Report, 2001 and Follow-up Report
President Rebecca Stafford's Vision Statement, 1993
Monmouth University Strategic Plan, 2004
Annual Institutional Profile (Middle States)
Monmouth University Web site

Annual Reports from Departments and Programs
Campus Master Plan
Minutes of Faculty Council and Its Standing Committees
Interviews with previous Middle States Mission, Goals, Objectives
 Subcommittee members
Interview with Middle States Co-chairs
Characteristics of Excellence in Higher Education
Designs for Excellence in Higher Education: Handbook for Institutional Self-Study
Iona College Self-Study Design, 2000

MEMBERS

Dr. Rekha Datta, Chair/Associate Professor Political Science/Sociology, *Subcommittee Chair*
Dr. Ed Christensen, Interim Associate Vice President of Instructional Technology Services
Mr. Paul W. Corliss, Trustee
Ms. Judy Eisenberg, Trustee
Ms. Jane Freed, Alumni
Dr. Stanton Green, Dean of School of Humanities & Social Sciences (as of July 1, 2004)
Mr. Hugh Holden, Assistant Librarian, Guggenheim Library
Dr. Glenn King, Professor, History and Anthropology
Dr. Sylvia Martin, Assistant Professor, Educational Leadership and Special Education
Dr. Diane Meehan, Assistant Professor, Nursing
Mr. Adam Powley, Student
Ms. Marilyn Rocky, Alumni
Mr. Raymond Rodriguez, Director Affirmative Action, Human Relations
Dr. Sherry Wien, Assistant Professor, Communication

2. Planning, Resource Allocation, and Institutional Renewal

PURPOSE

The Planning, Resource Allocation, and Institutional Renewal Subcommittee will examine the nature, quality, and comprehensiveness of institutional planning and how it fulfills the mission, goals, and objectives of Monmouth University. The subcommittee will also consider the consistency of the Strategic Plan with the institution's vision. The subcommittee will evaluate the process of planning in relation to effective resource allocation and institutional renewal.

QUESTIONS

Based on a review of *Characteristics of Excellence in Higher Education*, as well as issues specific to Monmouth University, the following questions have been developed to guide the subcommittee in its research effort.

PLANNING:

- 2.1 What is the planning philosophy? What are the procedures used to involve appropriate constituencies (faculty, administration, trustees, staff, alumni, local community, and students) in the planning and allocation of institutional resources?
- 2.2 Are there clearly stated goals and objectives for planning, resource allocation, and institutional renewal?
- 2.3 To what extent are environmental conditions and the community considered in planning?

STRATEGIC PLAN:

- 2.4 How consistent is the strategic plan with the mission, goals, and objectives?
- 2.5 How often does strategic planning occur?
- 2.6 Who develops strategic plans and how are they developed?
- 2.7 What factors are used in the development of the strategic plan?

RESOURCE ALLOCATION:

- 2.8 Are there any problems that emanate from planning and resource allocation?
- 2.9 How is periodic assessment and effectiveness of planning, resource allocation, and institutional renewal process carried out?

INSTITUTIONAL RENEWAL:

- 2.10 Is there a well-defined decision-making process and authority that facilitates planning and renewal?
- 2.11 Is there any provision for accountability in the policies and practices of planning, resource allocation, and institutional renewal?
- 2.12 How are the results of planning, improvement processes, resource allocation, and institutional renewal communicated to the various constituencies?

METHODS

The subcommittee will research by seeking relevant input from constituent groups. All aspects of planning (such as the nature, process, implementation, and funding) will be considered. Decision-making bodies (administrative and academic) will be interviewed, budgets and related documents will be reviewed, and strategic plan and the process used to develop it will be examined. Available documents on planning, resource allocation, and institutional renewal will be reviewed.

RESOURCES

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Monmouth University Periodic Review Report, 2001 and Follow-up Report

President Rebecca Stafford's Vision Statement, 1993
Monmouth University Strategic Plan, 2004
Annual Institutional Profile (Middle States)
Monmouth University Web site
Annual Reports from Departments and Programs
Collective Bargaining Agreements
Audited Financial Statements, 1996-2004
Campus Master Plan
Capital Campaign Reports
CSWE Accreditation Self-Study (Social Work)
Admissions Statistics
Budget Documents and Projections
Computer Workstations on Campus
Technology Reports
Enrollment Statistics
Revenue and Expenditure Reports
Salary Data
Minutes of Faculty Council and Its Standing Committees
Characteristics of Excellence in Higher Education
Designs for Excellence in Higher Education: Handbook for Institutional Self-Study
Iona College Self-Study Design, 2000

MEMBERS

Dr. Datta Naik, Dean of Graduate School, *Subcommittee Chair*
Ms. Dina Advani, Student
Ms. Sharon Codd, Administrative Assistant to the Vice President for Student Services
Mr. Paul S. Doherty, Jr., Trustee
Ms. Eleonora Dubicki,
Ms. Karen Edson, Associate Athletic Director for Business
Mr. Jack Gavin, Assistant Vice President for Finance and Budget
Mr. Prudumnakumar Krishnam, Student
Dr. James McDonald, Chair/Associate Professor, Software Engineering
Mr. Terry Murch, Alumni
Mr. Paul Savoth, Associate Professor, Accounting/Business Law
Dr. Thomas Smith, Associate Professor, Mathematics
Dr. Don Swanson, Chair/Professor, Communication
Ms. Georgina West, Director of Planned Giving and Resource Development

3. Institutional Resources

PURPOSE

The Institutional Resources Subcommittee is charged with examining the availability, accessibility, and stability of human, financial, technical, physical facilities, and other resources necessary to achieve Monmouth University's mission and goals. The

committee will examine the effectiveness and soundness of the university's budget, financial management, endowment management, fund-raising process, and audit. In addition, the subcommittee will consider the process of planning, acquisition, utilization, maintenance, and management of other institutional resources and how these are consistent with the university's strategic plan.

QUESTIONS

Based on a review of *Characteristics of Excellence in Higher Education*, as well as issues specific to Monmouth University, the following questions have been developed to guide the subcommittee in its research effort.

RESOURCE ALLOCATION

- 3.1 Does the budget and allocation of institutional resources reflect the mission, goals, and objectives of Monmouth University?
- 3.2 Does the master facilities plan meet the institution's current and future needs and aspirations in fulfilling the mission, goals, and objectives?
- 3.3 Are there rational and consistent policies and procedures to determine fair and equitable allocation of resources? Are these policies and procedures known?
- 3.4 What processes and procedures are used for developing the annual operating and capital budgets, and at what levels is input solicited?
- 3.5 Is there any comprehensive arrangement in the policies and procedures on institutional resources that support the library, research, and other educational programs? Is there an appropriate technology acquisition and replacement plan to support the educational objectives?
- 3.6 Is the determination of allocation of assets rational and consistent with the policies and procedures on institutional resources?

ASSESSMENT

- 3.7 Are there policies and procedures in place to ensure that resources are used appropriately? What measures are taken to assess the efficient use of institutional resources?
- 3.8 Is there an annual independent audit of institutional resources? How is the audit conducted and what mechanisms are used to follow-up on concerns expressed in audits and accompanying management letters?
- 3.9 Is there an ongoing assessment plan to determine the efficiency and effectiveness of the use of all institutional resources? How is and by whom is assessment conducted?
- 3.10 How is the effectiveness of the equipment and technological needs of educational support services assessed and by whom?

PLANNING

- 3.11 To what extent are institutional resources considered in strategic planning?

- 3.12 How are appropriate fundraising goals set, how well are they met, and how efficiently and effectively is fundraising managed?
- 3.13 Are fundraising and grants organized to support institutional resource needs?
- 3.14 To what extent is the university tuition-dependent? Should this level of dependence be changed and by how much?
- 3.15 What strategies ensure the timely acquisition and maintenance of needed institutional resources?
- 3.16 Are there annual or multi-year budget projections for institutional or departmental resources? Are these appropriate and realistic to the mission, goals, and objectives?
- 3.17 Does the university have adequate resources for faculty, administration, and staff to support the mission and outcomes expectations?
- 3.18 What formal and informal agreements does the university have that make it share resources with local, regional, and global institutions and organization? How are they negotiated, and how efficiently and effectively are they managed?

METHODS

The subcommittee will focus on the public and operational documents as they relate to planning, resource allocation, and financial resources. The subcommittee will also concentrate on the distribution of physical facilities, equipment and technologies, educational matters, planning, and assessment of institutional resources. The subcommittee will use formulated questions to interview trustees, administrators, faculty, staff, and students. Surveys of stakeholders will be conducted, reviewed, and interpreted as necessary. The subcommittee will coordinate its efforts with those of other subcommittees, especially Planning, Resource Allocation, and Institutional Renewal and Administration.

RESOURCES

Monmouth University Mission Statement
 Monmouth University Self-Study Report, 1996 and Follow-up Reports
 Monmouth University Periodic Review Report, 2001 and Follow-up Report
 President Rebecca Stafford's Vision Statement, 1993
 Monmouth University Strategic Plan, 2004
 Annual Institutional Profile (Middle States)
 Monmouth University Web site
 Annual Reports from Departments and Programs
 Collective Bargaining Agreements
 Audited Financial Statements, 1996-2004
 Campus Master Plan
 Capital Campaign Reports
 CSWE Accreditation Self-Study (Social Work)

Admissions Statistics
Budget Documents and Projections
Computer Workstations on Campus
Technology Reports
Enrollment Statistics
Revenue and Expenditure Reports
Salary Data
Minutes of Faculty Council and Its Standing Committees
Interviews with Area Vice-Presidents
Focus Groups and Surveys, as necessary
Characteristics of Excellence in Higher Education
Designs for Excellence in Higher Education: Handbook for Institutional Self-Study
Iona College Self-Study Design, 2000

MEMBERS

Dr. Frederick Kelly, Dean, School of Business Administration, *Subcommittee Chair*
Ms. Amy Bellina, Director, Student Activities and Student Center Operations
Mr. William Breese, Student
Mr. Robert Cornero, Associate Vice President, Campus Planning and Construction
Dr. Ivan Gepner, Associate Professor, Biology
Dr. Brian Greenberg, Chair/Professor, History
Mr. John Kessler, Trustee
Dr. Garold Lantz, Assistant Professor, Management/Marketing
Dr. Betty Liu, Associate Professor, Mathematics
Mr. William Mullaney, Alumni
Mr. Alfred Schiavetti, Trustee
Mr. Mitchell Shivers, Alumni
Mr. John Sonn, Associate Vice President for Administrative Information Systems
Dr. Fran Trotman, Director of Graduate Program in Psychological Counseling,
Professor, Psychology

4. Leadership and Governance

PURPOSE

The Leadership and Governance Subcommittee is charged with examining the efficacy and competence of Monmouth University's governance structure, processes, and procedures. The subcommittee will explore the leadership and governance procedures that support and further the mission, goals, and objectives. The subcommittee will look ahead to how leadership and governance will be impacted in light of the recently completed Strategic Plan. The subcommittee will study the policies and procedures of administrative functions and will analyze their effectiveness.

QUESTIONS

Based on a review of *Characteristics of Excellence in Higher Education*, as well as issues specific to Monmouth University, the following questions have been developed to guide the subcommittee in its research effort.

GOVERNANCE STRUCTURE:

- 4.1 Does the current governance structure reflect a climate of shared collegial governance in which the Board of Trustees, administration, faculty, staff, and students participate in defining the mission, goals, and objectives?
- 4.2 Does the current governance structure reflect a climate of shared collegial governance in which the Board, administration, faculty, staff, and students are involved in carrying out the mission, goals, and objectives?
- 4.3 Does each major university constituency have clearly defined, separate, yet complementary roles and responsibilities?
- 4.4 Are there provisions for timely decision-making by each of the major constituencies?
- 4.5 What role does the Board play in institutional leadership, governance, and integrity?
- 4.6 Does the composition of the Board represent different viewpoints, interests, and experiences, as well as diversity in age, ethnicity, race, and gender?
- 4.7 Are new Board members provided with an orientation program outlining their roles and responsibilities?
- 4.8 How effective is the communication between the Board and other institutional constituencies?
- 4.9 How effective is the Board in leadership and governance, specifically in terms of accountability in providing quality academic programs and maintaining the highest academic standards? Similarly, how effective is the Board in overall planning, managing assets, and overseeing the institution's financial health?
- 4.10 Does the Board participate in the formulation of the mission, goals, and objectives?
- 4.11 Does the Board oversee the policies pertaining to the quality of academic programs and approve new degree and professional certificate programs without micromanaging or interfering with their day-to-day operation?
- 4.12 Pertaining to financial matters, does the Board provide clear policies regarding financial management, and does the Board hold the President responsible and accountable for the internal operations?
- 4.13 What is the governing relationship between the Board and the President?
- 4.14 How is the effectiveness of the Board and the President, Provost, and Vice-Presidents periodically evaluated?
- 4.15 What is the structure of the faculty's leadership and governance?
- 4.16 What is the composition of student leadership and governance?

LEADERSHIP, GOVERNANCE PROCESSES, PROCEDURES:

- 4.17 How are policies developed? What is the decision-making process? How are the various constituencies involved in both the policy development and decision-making process?
- 4.18 What is the selection process for each of the constituency groups?
- 4.19 How are governance documents and policies shared with the university and surrounding community?
- 4.20 What opportunities are there for student input in decisions that will ultimately affect them?
- 4.21 What opportunities are there for staff input in decisions that will ultimately affect them?
- 4.22 What opportunities are there for faculty input in decisions that will ultimately affect them?
- 4.23 How is it determined that conflicts do or do not affect Monmouth's integrity, and who resolves any ambiguities?
- 4.24 What is the role of the faculty in the leadership and governance of the institution?
- 4.25 With the recent experience of selecting a new President, what provisions were made to involve various constituencies in the decision-making process, and how does the selection of a new President affect the leadership and governance of the institution?

METHODS

The Leadership and Governance Subcommittee will obtain policies and procedures pertaining to the self-study questions. The Subcommittee will also conduct interviews with relevant constituencies, distribute surveys where appropriate and analyze existing printed documentation.

RESOURCES

Monmouth University Mission Statement
Monmouth University Self-Study Report, 1996 and Follow-up Reports
Monmouth University Periodic Review Report, 2001 and Follow-up Report
President Rebecca Stafford's Vision Statement, 1993
Monmouth University Strategic Plan, 2004
Annual Institutional Profile (Middle States)
Monmouth University Web site
Collective Bargaining Agreements
Human Resources Policies and Procedures Manual
Monmouth University Faculty By-Laws, 2004
Student Government By-Laws
Board of Trustees By-Laws
Campus Master Plan
Capital Campaign Reports
Characteristics of Excellence in Higher Education

MEMBERS

Dr. Alan Cavaiola, Associate Professor, Psychology, *Subcommittee Chair*
Ms. Dana Angelo, Student
Ms. Dorcas Adekunle, Student
Mr. Alessio Brasile, Student
Mr. Alan Davis, Trustee
Ms. Janet Fell, Executive Assistant, President's Office
Dr. Wendy Harriott, Assistant Professor, Educational Leadership and Special Education
Dr. James Mack, Professor, Biology
Mr. Bill McElrath, Director, Chief of Police
Dr. Marilyn McNeil, Director Athletics, Intramurals, Recreation
Mr. Stephen Muscarella, Alumni
Dr. David Paul, Assistant Professor, Management/Marketing
Ms. Jan Smith, Director of Principal and Major Gifts
Dr. Kelly Ward, Assistant Professor, Social Work

5. Administration

PURPOSE

The purpose of the Administration Subcommittee is to examine the effectiveness of Monmouth University's administration. It will look into the growth of the student body over the last ten years and how effectively administrative structure and leadership facilitate learning and research, foster quality improvement, and support the institution in achieving its mission, goals, and objectives. The Subcommittee will also evaluate the effectiveness of the communication systems and working relationships across constituencies, the enhancement of service quality among employees, and how well policies and procedures are followed. In addition, the Subcommittee will determine whether adequate information and decision-making systems are available to support the work of the administrative leaders. The application of technology to current administrative processes will be investigated and the Cabinet will be asked to articulate how the Strategic Plan will be implemented and evaluated.

QUESTIONS

Based on a review of *Characteristics of Excellence in Higher Education*, as well as issues specific to Monmouth University, the following questions have been developed to guide the subcommittee in its research effort.

ADMINISTRATIVE STRUCTURE:

- 5.1 What is Monmouth University's administrative structure? How adequately and clearly are the roles and responsibilities of each officer, including the

President and Cabinet, defined within that structure? Are job descriptions clearly articulated at all levels of the administration? Are roles and responsibilities defined in the context of the university's mission, goals, and objectives?

- 5.2 Are there established standards, policies, and procedures for hiring administrators and staff? Are these policies and procedures consistent with Monmouth University's mission, goals, and objectives?
- 5.3 Do administrative leaders have appropriate degrees, skills, and training to assist them in performing their functions?
- 5.4 How effectively does the administration function, and how does it relate to faculty, students, and staff?
- 5.5 Who has the fundraising responsibilities among the administrative governing members of the institution?

ADMINISTRATIVE EFFECTIVENESS:

- 5.6 Is there any means of periodically assessing the effectiveness of individual administrators?
- 5.7 How often and by whom is the administrative structure assessed to ensure its appropriateness and to improve efficiency and effectiveness in support of the mission, goals, and objectives of the university?
- 5.8 Does each individual in the administrative structure provide oversight for the various administrative services in his/her unit in order to be effective and efficient?

ADMINISTRATION AND FACULTY:

- 5.9 How effectively does the Provost provide academic and administrative leadership for faculty?
- 5.10 To what extent do school deans and other academic administrators provide academic and administrative leadership for faculty?
- 5.11 How do faculty and students contribute to administrative decisions?

ADMINISTRATION AND TECHNOLOGY:

- 5.12 How effectively has the administration used technology to enhance communication and other processes?
- 5.13 How competent is the staff? Do they possess professional and technological backgrounds to help them carry out their responsibilities?
- 5.14 Are the telecommunication systems adequate to ensure a dependable network for sharing academic and administrative information?

PROFESSIONAL DEVELOPMENT OF ADMINISTRATION:

- 5.15 What professional opportunities exist for administrators?
- 5.16 What are the strengths, weaknesses, and opportunities for the improvement of the administration?

METHODS

The Subcommittee will study and analyze existing resources and will interview representative administrators in various units. It will distribute surveys to faculty and staff concerning administrative structure, functions, and effectiveness. The growth in each administrative unit over the past decade will be analyzed. A report containing the findings and recommendations for improvement will be written and submitted to the Steering Committee.

RESOURCES

Monmouth University Mission Statement
Monmouth University Self-Study Report, 1996 and Follow-up Reports
Monmouth University Periodic Review Report, 2001 and Follow-up Report
President Rebecca Stafford's Vision Statement, 1993
Monmouth University Strategic Plan, 2004
Annual Institutional Profile (Middle States)
Monmouth University Web site
Inside Monmouth (Employee Newsletter)
Human Resources Policies and Procedures Manual
Policies and Procedures Manuals of the various Administrative Offices
Position Descriptions for Administrative Positions
Collective Bargaining Agreements
Budget Documents and Projections
Characteristics of Excellence in Higher Education
Designs for Excellence in Higher Education: Handbook for Institutional Self-Study
Iona College Self-Study Design, 2000

MEMBERS

Ms. Susan O'Keefe, Associate Vice President for Academic Administration *Subcommittee Chair*
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Mr. Phil Bodner, Associate Vice President and Controller
Mr. David Bopp, Associate Vice President for Telecommunications and Network
Mr. Joseph Bucher, Student
Mr. Donald Burnaford, Alumni
Dr. Margaret Del Guercio, Associate Professor, English
Mr. Cary Edwards, Trustee
Ms. Heather Leschinski, Student
Dr. Peter Liu, Associate Professor, Criminal Justice
Dr. Glenn Morgan, Assistant Professor, Educational Leadership and Special Education
Dr. Donald Smith, Associate Professor, Management/Marketing
Dr. G. Boyd Swartz, Professor, Mathematics
Ms. Jennifer Thomas, Associate Athletics Director for Compliance

6. Integrity

PURPOSE

The Integrity Subcommittee will review policies, procedures, and practices in order to determine whether Monmouth University demonstrates integrity in the conduct of its programs and activities. The subcommittee will examine whether Monmouth creates and maintains an environment that is characterized by adherence to ethical standards with the understanding that academic and intellectual freedom are paramount.

QUESTIONS

Based on a review of *Characteristics of Excellence in Higher Education*, as well as issues specific to Monmouth University, the following questions have been developed to guide the subcommittee in its research effort.

EQUITABLE TREATMENT OF CONSTITUENCIES:

- 6.1 In what manner does the university use equitable and appropriately consistent treatment of constituencies, as evident in such areas as:
- Student discipline and grievance procedures
 - Student evaluation
 - Faculty promotion
 - Tenure
 - Retention
 - Institutional governance and management

APPOINTMENT, EVALUATION, DISMISSAL:

- 6.2 In what manner does the university use fair and impartial practices in
- Hiring employees
 - Evaluation of employees
 - Dismissal of employees

ETHICAL PRACTICES:

- 6.3 In what ways does the university use sound ethical practices and respect for individuals in the following:
- Teaching
 - Scholarship/research
 - Service
 - Administrative practice

INTELLECTUAL FREEDOM:

- 6.4 In what way does the university promote a climate of academic inquiry supported by widely disseminated policies regarding academic and intellectual freedom in the following:
- Faculty
 - Students

RIGHTS, RESPONSIBILITIES:

- 6.5 In what way does the university commit to principles of protecting intellectual property rights?
- 6.6 In what way does the university foster respect among a range of backgrounds, ideas, and perspectives in the following:
 - Students
 - Faculty
 - Staff
 - Administration
- 6.7 In what manner does the university ensure equity and diversity in recruitment, enrollment, and retention of minority and disabled students?
- 6.8 In what ways does the university promote honesty and truthfulness in the following:
 - Public relations announcements
 - Advertisements
 - Recruiting and admissions materials

CATALOGS:

- 6.9 What mechanism does the university use to provide students and the public access paper and/or electronic catalogs?
- 6.10 How does the university provide a guide or index for its catalog information when available only electronically?
- 6.11 In what ways does the university archive copies of catalogs as curriculum and policies are updated?

REPORTS, POLICIES:

- 6.12 In what way does the university publicize factual information about itself to the University community, such as the Middle States Commission on Higher Education annual data report, the self-study, and Commission's action?
- 6.13 How does the university periodically assess the integrity evidenced in institutional policies, processes, practices, and the manner in which they are implemented?

METHODS

The subcommittee will review and analyze policies, procedures, and practices to determine whether Monmouth demonstrates integrity in the conduct of its programs, activities, and relationships with its multiple constituencies.

RESOURCES

Monmouth University Mission Statement
Monmouth University Self-Study Report, 1996 and Follow-up Reports
Monmouth University Periodic Review Report, 2001 and Follow-up Report
President Rebecca Stafford's Vision Statement, 1993

Monmouth University Strategic Plan, 2004
Annual Institutional Profile (Middle States)
Monmouth University Web site
Monmouth University Magazine
Inside Monmouth (Employee Newsletter)
Current Advertisements
Annual Reports from Departments and Programs
Collective Bargaining Agreements
Undergraduate and Graduate Catalogs
Faculty Handbook
Student Handbook
Roles and Responsibilities of Chairs and Academic Departments
Admission Policies and Procedures
Viewbooks and Admissions Recruiting Materials
All recent accreditation documents (e. g. AACSB, CCNE, NCAA)
Audited Financial Statements, 1996-2004
Campus Master Plan
Admissions Statistics
Budget Documents and Projections
Classroom Usage
Computer Workstations on Campus
Course Evaluations
Enrollment Statistics
Grading Profiles
Graduation Statistics
Retention Statistics
Revenue and Expenditure Reports
Salary Data
Minutes of Faculty Council and Its Standing Committees
Interviews with Area Vice-Presidents
Focus Groups and Surveys, as necessary
Characteristics of Excellence in Higher Education
Designs for Excellence in Higher Education: Handbook for Institutional Self-Study
Iona College Self-Study Design, 2000

MEMBERS

Dr. Janet Mahoney, Director, Nursing Graduate Program/Associate Professor
Subcommittee Chair
Ms. Claire Alasio, Director of Financial Aid and Retention Coordination
Ms. Susan Doctorian, Associate Vice President for University Relations
Dr. Prescott Evarts, Professor, English
Mr. Kevin Graziano, Student
Dr. Amy Handlin, Associate Professor, Management/Marketing
Ms. Oleta Harden, Trustee
Ms. Krystle Hinds, Student

Mr. Harold Hodes, Trustee
Hon. Eugene Iadanza, Alumni
Ms. Jo Ann Migliara, Secretary/Receptionist, LCAC
Dr. Richard Paris, Associate Professor, English
Ms. Rhonda Rehm, Assistant General Counsel
Dr. Alan Schwerin, Associate Professor of Philosophy, Music and Theatre Arts
Ms. Emilia Simonelli, Alumni

7. **Institutional Assessment**

PURPOSE

The Institutional Assessment Subcommittee will examine how Monmouth University evaluates its overall effectiveness, in relation to its mission, through outcomes assessment. Institutional assessment plans, evaluation of data, and procedures for implementing change will be thoroughly reviewed to determine how institutional assessment impacts planning, resource allocation, leadership and governance, administrative structure and services, institutional integrity, teaching effectiveness, and the quality of student learning.

QUESTIONS

Based on a review of *Characteristics of Excellence in Higher Education*, as well as issues specific to Monmouth University, the following questions have been developed to guide the subcommittee in its research effort.

ASSESSMENT PLAN:

- 7.1 Is there a written and implemented institution-wide assessment plan for evaluating Monmouth University's effectiveness with regard to students learning, to services, to use of resources, and other activities? Do the assessment criteria support the university in achieving its mission, goals, and objectives?
- 7.2 How is institutional effectiveness critically assessed, and what are the criteria for assessing institutional effectiveness? Are assessment criteria consistent with the university's mission, goals, and objectives?
- 7.3 What are the goals of institutional assessment, and are they realistic?
- 7.4 How often does institutional assessment occur and to what extent are administrators, faculty, students, alumni, trustees, staff, and members of the surrounding community involved in the assessment process?
- 7.5 Is there a clear institutional strategic plan based on data from assessment? How is the plan implemented?
- 7.6 To what extent does outcomes assessment occur in relation to institutional assessment?

- 7.7 How do various departments and offices assess their effectiveness as related to their mission and goals, and Monmouth University's mission and goals?
- 7.8 What aspects of institutional operations are examined by institutional assessment, and are there aspects of institutional operations that are not assessed?
- 7.9 How is the effectiveness and efficiency of administrators, faculty, and staff assessed?
- 7.10 How does the local community assess the effectiveness of the academic, co-curricular, and extra-curricular activities?

ASSESSMENT EFFECTIVENESS AND IMPLEMENTATION:

- 7.11 How effective are assessment practices in identifying areas of improvement?
- 7.12 Is information technology being effectively and successfully used for institutional assessment?
- 7.13 Does institutional assessment data support effectiveness in achieving the institution's mission, goals, and objectives?
- 7.14 How is institutional assessment data integrated into strategic planning, resource allocation, institutional integrity, and other aspects of institutional functions?
- 7.15 Does the use of measures and procedures yield results that are useful for institutional assessment, resource allocation, and renewal?
- 7.16 How is the data from the assessment results being utilized to improve the efficient use of resources and to enhance administrative services and process, academic programs, and other activities?

METHODS

The questions above will provide the basis for a thorough analysis of institutional assessment at Monmouth University. Each question will be carefully examined and administered. All appropriate documents related to institutional assessment will be reviewed. Surveys will be developed and members of the University community will be contacted for guidance and information on current assessment procedures, data evaluation, and plans for new assessment strategies. Members of the University community will be interviewed as appropriate. Answers to the questions will enable the Subcommittee to evaluate the effectiveness of the process and procedures for institutional assessment, identify critical gaps for which new assessment techniques are needed, and make recommendations concerning institutional assessment.

RESOURCES

Monmouth University Mission Statement
Monmouth University Self-Study Report, 1996 and Follow-up Reports
Monmouth University Periodic Review Report, 2001 and Follow-up Report
President Rebecca Stafford's Vision Statement, 1993

Monmouth University Strategic Plan, 2004
Annual Institutional Profile (Middle States)
Monmouth University Web site
Annual Reports from Departments and Programs
Collective Bargaining Agreements
Admission Policies and Procedures
Admissions Recruiting Materials
All recent accreditation documents (e. g. AACSB, CCNE, NCAA)
Audited Financial Statements, 1996-2004
Campus Master Plan
Admissions Statistics
Budget Documents and Projections
Course Evaluations
Enrollment Statistics
Grading Profiles
Graduation Statistics
Retention Statistics
Revenue and Expenditure Reports
Graduating Student Survey Data
Alumni Survey Data
Institutional Assessment Plan
Report of the Task Force on Outcomes Assessment, 2000
Department and School Outcomes Assessment Reports
Human Resources Policies and Procedures Manual
Characteristics of Excellence in Higher Education
Designs for Excellence in Higher Education: Handbook for Institutional Self-Study
Iona College Self-Study Design, 2000

MEMBERS

Dr. Michael A. Palladino, Assistant Professor, Biology, *Subcommittee Chair*
Dr. Gilda Agacer, Chair and Assistant Professor, Accounting and Business Law
Mr. Marc Ashbock, Student
Dr. Diane Bloom, Assistant Dean, School of Education/Director of Student Teaching and Certification
Mr. William P. Dioguardi, Jr., Alumni
Ms. Deidra L. Kuchen, Alumni
Ms. Marilyn Perry, Director of Alumni Affairs
Mrs. Bea Rogers, Associate Dean of Educational and Career Planning
Mr. Richard S. Sambol, Trustee
Dr. Karen Schmelzkopf, Assistant Professor, History and Anthropology
Dr. David Strohmets, Chair and Associate Professor, Psychology
Dr. Eleanor Swanson, Director, Institutional Research

8. Student Admissions

PURPOSE

The Student Admissions Subcommittee will comprehensively examine the processes whereby Monmouth University admits students whose interests, goals, and abilities are congruent with its mission. The subcommittee will examine admission policies as they relate to opportunities for students' success in meeting their educational goals.

QUESTIONS

Based on a review of *Characteristics of Excellence in Higher Education*, as well as issues specific to Monmouth University, the following questions have been developed to guide the subcommittee in its research effort.

ADMISSION PROCEDURES:

- 8.1 To what extent are fair admission procedures for prospective students maintained?
- 8.2 Is clear, accurate, and comprehensive information provided regarding academic programs?
- 8.3 How far does the admission procedure reflect the mission, goals, and objectives?
- 8.4 Is advising provided to prospective students on available courses?
- 8.5 How and when are admission requirements and procedures reviewed?
- 8.6 Is appropriate data used in the admission process?

OUTCOMES ASSESSMENT:

- 8.7 To what extent is information on outcomes assessment provided to prospective students during the admission process?
- 8.8 What attributes of entering students are key variables to their academic success?

RETENTION:

- 8.9 To what extent are information and advice provided about financial aid, scholarships, grants, loans, and refunds?
- 8.10 Is comprehensive information provided to transfer students?
- 8.11 What measures are taken to retain students?
- 8.12 To what extent does the admission process reflect and enhance diversity?
- 8.13 Is information provided to prospective students regarding resources and living conditions?
- 8.14 How are the interests, goals, and abilities of students determined?

METHODS

The subcommittee will consider evidence of the periodic review of admissions catalogs, as books, web sites, recruiting, and other relevant materials for accuracy and

effectiveness. The subcommittee will review procedures that guide the admissions programs and policies, financial aid practices, and student retention and attrition. The subcommittee will also consider evidence of periodic review of the accuracy and effectiveness of financial aid information, scholarship material, and academic advising materials. The subcommittee will review financial aid practices.

RESOURCES

Monmouth University Mission Statement
Monmouth University Self-Study Report, 1996 and Follow-up Reports
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President Rebecca Stafford's Vision Statement, 1993
Monmouth University Strategic Plan, 2004
Annual Institutional Profile (Middle States)
Monmouth University Web site
Monmouth University Magazine
Current Advertisements
Undergraduate and Graduate Catalogs
Student Handbook
Admission Policies and Procedures
Viewbooks and Admissions Recruiting Materials
Admissions Statistics
Enrollment Statistics
Retention Statistics
Focus Groups and Surveys, as necessary
Characteristics of Excellence in Higher Education
Designs for Excellence in Higher Education: Handbook for Institutional Self-Study
Iona College Self-Study Design, 2000

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Ms. Laura Babbin, Director of Registration & Records
Ms. Deanna Campbell, Director of Admission Processing
Mr. Alfred Ferguson, Trustee
Ms. Donna-Lynn Giegerich, Alumni
Ms. Elaine Harder, Alumni
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Ms. Coleen Johnson, Director, Educational Opportunity Fund Program
Ms. Sherry McHeffey, Coordinator of Undeclared Majors and Transfer Program, LCAC
Mr. Michael Plodwick, Trustee
Ms. Jennifer Quiwa, Associate Director of Part-time and Adult Undergraduate Admission
Ms. Mary Ann Troiano, Instructor, Nursing

9. Student Support Services

PURPOSE

The Student Support Services Subcommittee will examine Monmouth's student support services and programs, as well as their activities, policies, and procedures. This is done to determine how they reflect the mission and integrity, support student learning, strengthen learning outcomes, reflect the needs of diverse student population, and promote comprehensive student development.

QUESTIONS

Based on a review of *Characteristics of Excellence in Higher Education*, as well as issues specific to Monmouth University, the following questions have been developed to guide the subcommittee in its research effort.

MISSION, INTEGRITY:

- 9.1 What support services are provided for students?
- 9.2 Are the support services consistent with the mission, goals, and objectives?
- 9.3 To what extent do the student support services promote integrity?
- 9.4 Are the officers who provide and supervise student support services qualified professionals? Is professional development provided? Are staffing patterns appropriate for services currently in place and for those being planned?
- 9.5 Are students clearly aware of the support services available to them? Is there a written document that outlines the available support services?
- 9.6 What are the processes for students to make complaints or grievances? Do students have fair hearings when they complain? Are records maintained?
- 9.7 What are the policies and procedures to ensure safe and secure maintenance of student records? Are policies on the release of student information published and implemented?
- 9.8 What other areas need to be included as student support services?
- 9.9 Are there ongoing assessments of student support services and use of assessment results for improvement? How are the results utilized to affect change?

STUDENT LEARNING, LEARNING OUTCOMES:

- 9.10 Is there a well-organized and appropriate program to support the educational and career goals of students? Are the support services an integral part of the educational process?
- 9.11 Do the support services and related facilities reflect on the academic performance and outcomes assessment of students?
- 9.12 Do students receive adequate and sufficient advising/advisement from faculty, administration, and staff?

DIVERSITY, COMPREHENSIVE STUDENT DEVELOPMENT:

- 9.13 How is diversity considered in providing support services to students?
- 9.14 How do the support services promote the comprehensive development of students?
- 9.15 Are athletic programs regulated by the same university principles, norms, and procedures that govern other institutional programs?
- 9.16 What support services are provided besides academic support?

METHODS

The subcommittee will examine pertinent internal and external data and reports, and will conduct its own research, surveys, and interviews, as needed.

RESOURCES

Monmouth University Mission Statement
Monmouth University Self-Study Report, 1996 and Follow-up Reports
Monmouth University Periodic Review Report, 2001 and Follow-up Report
President Rebecca Stafford's Vision Statement, 1993
Monmouth University Strategic Plan, 2004
Annual Institutional Profile (Middle States)
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Monmouth University Magazine
Undergraduate and Graduate Catalogs
Student Handbook
Classroom Usage
Computer Workstations on Campus
Grading Profiles
Graduation Statistics
Library Usage
Focus Groups and Surveys, as necessary
Characteristics of Excellence in Higher Education
Designs for Excellence in Higher Education: Handbook for Institutional Self-Study
Iona College Self-Study Design, 2000

MEMBERS

Dr. Joy L. Jackson, Dean of Advising and Academic Support Services, *Subcommittee Chair*
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Mr. Thomas W. Doran, Jr., Alumni
Mr. Thomas Hanley, Student
Ms. Stacey Harris, Director of Disability Services for Students
Dr. James Horn, Assistant Professor, Curriculum and Instruction
Ms. Shannon Killeen, Director of Judicial Affairs and Special Projects

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Mr. John Morano, Associate Professor, Communication
Ms. Najla R. Muhammad, Student
Mr. Kevin Roane, Director of Graduate Admissions
Mr. Robert B. Rumsby, Trustee
Mr. David Tripold, Assistant Professor, Music and Theater Arts

10. Faculty

PURPOSE

Academically qualified faculty committed to teaching, scholarship, and service is central to the educational mission of a university. The Faculty Subcommittee will examine the policies and procedures applied to faculty regarding selection, roles and responsibilities, professional development, evaluation, faculty participation, and the teaching and learning environment.

QUESTIONS

Based on a review of *Characteristics of Excellence in Higher Education*, as well as issues specific to Monmouth University, the following questions have been developed to guide the subcommittee in its research effort.

SELECTION:

- 10.1 What role does the Provost play in hiring qualified faculty?
- 10.2 What is the composition of the faculty with respect to gender, race, and minorities? How are affirmative action policies implemented?
- 10.3 Are the appointment and promotion procedures of faculty consistent with the mission, goals, objectives, and integrity of Monmouth?
- 10.4 How are new faculty recruited and selected? How does this process meet the curricular, programmatic and faculty composition needs of the university?
- 10.5 Are compensation packages sufficient to attract and retain qualified faculty?
- 10.6 What orientation and mentoring programs are provided to new faculty?
- 10.7 What is the role of adjunct faculty?

ROLE AND RESPONSIBILITIES:

- 10.8 In what ways are faculty responsible for promoting, facilitating, and evaluating student learning?
- 10.9 How do the faculty promote growth and excellence? How prepared are they to teach? How innovative and effective are their instructional or teaching methods?
- 10.10 How do the faculty adhere to principles of academic freedom within the context of the institution's mission, goals, and objectives?

- 10.11 How do the faculty communicate the content, skills, and objectives for each course they are teaching?

PROFESSIONAL DEVELOPMENT:

- 10.12 How are the faculty engaged in scholarly activities? How is this reflected in their teaching?
- 10.13 What opportunities are available to faculty for training, workshops, sabbaticals, and leaves of absence?
- 10.14 How do the faculty integrate technology into their teaching?
- 10.15 How do the university and faculty foster a spirit of collegiality conducive to learning and personal growth?
- 10.16 What are the procedures followed with respect to promotion, retention, tenure, and recruitment of faculty?

EVALUATION:

- 10.17 What are the criteria for periodic evaluation of all faculty? How is it utilized?
- 10.18 What are the criteria for the appointment, supervision, and review of teaching effectiveness for part-time faculty?
- 10.19 How do the faculty utilize the students' assessment of teaching effectiveness?

FACULTY PARTICIPATION:

- 10.20 How are faculty involved in institutional planning, curriculum review, and governance?
- 10.21 How do the faculty participate in the general education program?
- 10.22 How do the faculty serve the Monmouth community outside classroom teaching?
- 10.23 How do the faculty participate in the academic advisement process?

TEACHING AND LEARNING ENVIRONMENT:

- 10.24 How is the faculty-student relationship conducive to the teaching and learning process?
- 10.25 Describe the office space, secretarial assistance, institutional resources, and other services available to the faculty.
- 10.26 What are the processes or procedures for faculty complaints or grievances?
- 10.27 How is academic freedom protected for faculty?

METHODS

The research question generated by the Faculty Subcommittee and approved by the Steering Committee will provide the basis for this self study. The Faculty Subcommittee will use a variety of methods to generate information. It will examine pertinent internal and external data and reports, and conduct interviews and surveys, as needed.

RESOURCES

Monmouth University Mission Statement
Monmouth University Self-Study Report, 1996 and Follow-up Reports
Monmouth University Periodic Review Report, 2001 and Follow-up Report
President Rebecca Stafford's Vision Statement, 1993
Monmouth University Strategic Plan, 2004
Annual Institutional Profile (Middle States)
Monmouth University Web site
Monmouth University Magazine
Annual Reports from Departments and Programs
Collective Bargaining Agreements
Undergraduate and Graduate Catalogs
Faculty Handbook
Roles and Responsibilities of Chairs and Academic Departments
Faculty Development Records and Reports
School Personnel Committee and University Qualifications Committee
Reports to Faculty Council
All recent accreditation documents (e. g. AACSB, CCNE, NCAA)
Classroom Usage
Computer Workstations on Campus
Course Evaluations
Enrollment Statistics
Grading Profiles
Library Usage
Salary Data
Minutes of Faculty Council and Its Standing Committees
Focus Groups and Surveys, as necessary
Interviews with Provost, deans, and faculty
Characteristics of Excellence in Higher Education
Designs for Excellence in Higher Education: Handbook for Institutional Self-Study
Iona College Self-Study Design, 2000

MEMBERS

Dr. Golam Mathbor, Associate Professor, Social Work, *Subcommittee Chair*
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Mr. William A. Chaffee, Alumni
Mr. Cary Harr, Director of Instructional Technology
Ms. Deborah B. Larrison, Trustee
Dr. Marilyn Lauria, Dean of the Marjorie K. Unterberg School of Nursing and
Health Studies
Dr. Franca Mancini, Director of Counseling and Psychological Services, LCAC
Mr. Jules L. Plangere, Trustee
Mr. Carlo Sestito, Alumni

Dr. Janice Stapley, Associate Professor, Psychology
Dr. Sharon Stark, Assistant Professor, Nursing
Dr. Robert Topper, Chair and Associate Professor, Chemistry, Medical Technology, and
Physics

11. Educational Offerings

PURPOSE

The Educational Offerings Subcommittee will examine Monmouth University's undergraduate and graduate educational offerings for congruence with its mission and educational goals. The subcommittee will look at the methods for establishing and assessing programs, the adequacy of support services, the progression of courses offered in academic programs, and the nature of curricular innovation and technology integration. Moreover, the subcommittee will review transfer credit policies, distance learning, and the integration of Experiential Education and Study Abroad. Finally, the subcommittee will review how data gleaned from course and program assessments of student learning are used to update and strengthen the curricula.

QUESTIONS

Based on a review of *Characteristics of Excellence in Higher Education*, as well as issues specific to Monmouth University, the following questions have been developed to guide the subcommittee in its research effort.

CONGRUENCY OF PROGRAM:

- 11.1 Are the educational offerings congruent with the mission, goals, and objectives?
- 11.2 Is there a coherent and well-designed program of study that leads to students' desired goals?
- 11.3 Are students provided with the policies and procedures regarding transfer credit? How are these policies implemented?
- 11.4 How is the General Education program integrated into specific fields of study?
- 11.5 What are the policies and procedures by which degree requirements are established and students' performance is examined periodically?

CO-CURRICULAR, EXTRA CURRICULAR EXPERIENCES:

- 11.6 What is the process of periodic evaluation of the effectiveness of any curricular, co-curricular, and extra-curricular experiences?
- 11.7 What opportunities are provided for study abroad? How are they linked to Monmouth's mission?

STUDENT OUTCOMES, DATA ANALYSIS:

- 11.8 How intensive are the undergraduate and graduate programs compared to those of other institutions? Can the graduate courses be distinguished from the undergraduate courses by a significant difference in depth, breadth, and rigor?
- 11.9 Are the educational offerings designed to foster a coherent student learning experience and to promote synthesis of learning? Do the course syllabi provide necessary information about the expected learning? Are the learner outcomes linked to assessment measures?
- 11.10 Do the educational programs and curricula exhibit sufficient content, rigor, and depth to promote reflective thinking and inquiry?
- 11.11 Are there well stated program goals in terms of student learning outcomes assessment?
- 11.12 Do the graduate programs and curricula have clearly articulated goals that meet the desires of students?
- 11.13 To what extent do the graduate programs promote independent research? Are there any procedures for faculty and student research activities?
- 11.14 How is student assessment data analyzed and used to make relevant program changes?
- 11.15 How effective are courses that have non-traditional delivery systems, such as asynchronous or web-enhanced? What advantages do these educational methods have over traditional systems of learning? Do the online courses effectively replace or enhance on-campus educational offerings?

LEARNING RESOURCES:

- 11.16 Are there adequate resources, facilities, and instructional equipment to facilitate teaching and learning process?
- 11.17 Is the library well equipped to support research and educational programs on both graduate and undergraduate levels?
- 11.18 Do faculty encourage students to use the library for research? How helpful is the library staff?
- 11.19 What services does the library provide to the Monmouth community (including off-campus borrowing, inter-library loan service, and electronic research services)?
- 11.20 Does the library staff have professional and technological skills to support research programs? Are there professional development programs or training for library staff?
- 11.21 Is there any collaboration between professional library staff and faculty in teaching and fostering information literacy skills relevant to educational offerings?

METHODS

The subcommittee will comprehensively review and analyze documents related to the development, implementation, coherency, assessment, and outcomes of its undergraduate and graduate programs and curricula. The subcommittee will review Monmouth's

Strategic Plan, the previous Middle States Periodic Review Report and Self-Study, outcomes assessment reports, the Provost's yearly goals, and the annual reports of the Undergraduate and Graduate Studies Committees. In addition, the subcommittee will survey and interview faculty and administrators.

RESOURCES

Monmouth University Mission Statement
Monmouth University Self-Study Report, 1996 and Follow-up Reports
Monmouth University Periodic Review Report, 2001 and Follow-up Report
President Rebecca Stafford's Vision Statement, 1993
Monmouth University Strategic Plan, 2004
Annual Institutional Profile (Middle States)
Monmouth University Web site
Annual Reports from Departments, Programs, and Schools
Undergraduate and Graduate Catalogs
Roles and Responsibilities of Chairs and Academic Departments
Annual Goals and Reports of Academic Affairs
Outcomes Assessment Surveys and Reports
All recent accreditation documents (e. g. AACSB, CCNE, NCAA)
Computer Workstations on Campus
Course Evaluations
Enrollment Statistics
Grading Profiles
Library Usage
Minutes of Faculty Council and Its Standing Committees
Focus Groups and Surveys, as necessary
Interviews with various directors, department chairs, faculty, deans,
and other administrators
Characteristics of Excellence in Higher Education
Designs for Excellence in Higher Education: Handbook for Institutional Self-Study
Iona College Self-Study Design, 2000

MEMBERS

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Subcommittee Chair
Mr. John Finn, Student
Mr. Carl J. Guzzo, Alumni
Mr. Will Hill, Assistant Dean of Placement and Student Employment, LCAC
Dr. Francis Lutz, Dean, School of Science, Technology & Engineering
Dr. Eleanor Novek, Associate Professor, Communication
Ms. Maureen Paparella, Instructor, Software Engineering
Dr. Ronald Reisner, Associate Professor, Criminal Justice
Mr. William Roberts, Trustee
Ms. Jean Schoenthaler, Interim Dean, Guggenheim Library

Dr. Caryl Sills, Chair and Associate Professor, English
Mr. James Vaccaro, Greeter, University Police

12. General Education

PURPOSE

The General Education Subcommittee will examine Monmouth University's core curriculum in order to assess its compatibility with the institution's learning objectives and overall mission. The subcommittee will examine the relationship between General Education and the rest of the undergraduate curriculum, the support provided to General Education by the faculty and administration, the sequence of General Education courses and the extent to which it contributes to the personal and intellectual development of students, and the relevance of our current General Education requirements to our changing world and the evolution of higher education. In addition, the subcommittee will address the coherence, rigor, and appeal of General Education, as well as the ways in which it prepares students for their life and careers after graduation.

QUESTIONS

Based on a review of Characteristics of Excellence in Higher Education, as well as issues specific to Monmouth University, the following questions have been developed to guide the subcommittee in its research effort.

RELATIONSHIP TO UNIVERSITY MISSION AND LEARNING OBJECTIVES:

- 12.1 What is General Education? Is the General Education program consistent with the institutional mission, goals, and objectives?
- 12.2 To what extent is General Education integrated into the undergraduate curriculum as a whole?
- 12.3 To what extent does the General Education program take diversity into consideration?
- 12.4 To what extent does General Education promote critical thinking and analysis?
- 12.5 Are the requirements for General Education clearly and accurately described in official publications of Monmouth University?
- 12.6 How is outcomes assessment integrated into General Education?

STUDENT OUTCOMES:

- 12.7 In what ways do General Education courses develop students' skills and abilities?
- 12.8 In what ways and to what extent does General Education at Monmouth University promote or develop students' intellectual growth?
- 12.9 In what ways does the General Education program prepare students for life after graduation?

FACULTY SUPPORT AND PARTICIPATION:

- 12.10 To what extent are faculty members supportive of the General Education program?
- 12.11 What incentives exist for faculty members to participate in the General Education program?

INSTITUTIONAL SUPPORT:

- 12.12 To what extent does Monmouth University provide institutional support and resources for the General Education program?
- 12.13 How frequently is the General Education program reviewed at Monmouth University?

PROGRAM PURPOSE AND COHERENCE:

- 12.14 Is Monmouth University consistent in providing a well-developed, purposeful, and coherent General Education program?
- 12.15 Are major areas of knowledge such as mathematics, natural sciences, social sciences, and humanities effectively represented in the General Education requirement?

METHODS

The subcommittee will review the documents and publications of the University related to the implementation, structure, and assessment of the General Education program. The Committee will review syllabi from General Education courses and will interview administrators and faculty involved in General Education, including chairs of departments that offer General Education courses, directors/coordinators of General Education courses, and faculty who teach General Education courses. Students and alumni will also be interviewed.

RESOURCES

Monmouth University Mission Statement
Monmouth University Self-Study Report, 1996 and Follow-up Reports
Monmouth University Periodic Review Report, 2001 and Follow-up Report
President Rebecca Stafford's Vision Statement, 1993
Monmouth University Strategic Plan, 2004
Annual Institutional Profile (Middle States)
Monmouth University Web site
Undergraduate and Graduate Catalogs
Roles and Responsibilities of Chairs and Academic Departments
All recent accreditation documents (e. g. AACSB, CCNE, NCAA)
Report of the Task Force on General Education, 2000
Computer Workstations on Campus
Course Evaluations
Grading Profiles
Library Usage

Retention Statistics
Minutes of Faculty Council and Its Standing Committees
Focus Groups and Surveys, as necessary
Interviews with director and coordinators of General Education areas
Characteristics of Excellence in Higher Education
Designs for Excellence in Higher Education: Handbook for Institutional Self-Study
Iona College Self-Study Design, 2000

MEMBERS

Dr. Kenneth Campbell, Associate Dean, School of Humanities and Social Sciences,
Associate Professor, History and Anthropology, *Subcommittee Chair*
Ms. Stacey Ciprich, Student
Ms. Pat Cresson, Associate Professor, Art and Design
Mr. Kevin Dooley, Alumni
Ms. Marti Egger, Trustee
Ms. Merrily Ervin, Coordinator, Chemistry, Medical Technology, and Physics
Dr. Cira Fraser, Assistant Professor, Nursing
Ms. Rachel Gardner, Associate Librarian, Instructional Services, Guggenheim Library
Dr. Richard Scherl, Assistant Professor, Computer Science
Dr. Diana Sharpe, Assistant Professor, Management/Marketing
Dr. William Stanley, Dean, School of Education
Dr. Susan Starke, Assistant Professor, English

13. Related Educational Experiences

PURPOSE

The Related Educational Experiences Subcommittee will examine Monmouth University's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship. The subcommittee will look at means for assessing these programs and whether they meet appropriate standards. Moreover, the subcommittee will review developmental courses, certificate programs, experiential learning, non-credit offerings, branch campuses, additional locations, and other instructional sites, distance or distributed learning programs, and contractual relationships and affiliated providers.

QUESTIONS

Based on a review of *Characteristics of Excellence in Higher Education*, as well as issues specific to Monmouth University, the following questions have been developed to guide the subcommittee in its research effort.

EDUCATIONAL ACTIVITIES:

- 13.1 What are the related educational programs, and do they meet appropriate standards?
- 13.2 Are the educational activities compatible with the mission, goals, and objectives?
- 13.3 Are the contents of related educational activities focused and delivered effectively? Do these activities meet the needs of students?
- 13.4 How are the related educational activities evaluated? Who evaluates them and how often?
- 13.5 To what extent do related educational activities meet community needs? How does the institution maintain its relationship and integrity with the community through related educational activities?
- 13.6 What is the policy of Monmouth concerning equal opportunity in related educational activities?

BASIC SKILLS:

- 13.7 How are students identified as appropriate candidates for the Schlaefer School (Program)?
- 13.8 Is the Schlaefer School (Program) preparing students adequately for participation in the general curriculum and related educational activities?
- 13.9 Does the Schlaefer School (Program) provide appropriate and sufficient courses and skills for its students to integrate into collegiate-level activities?
- 13.10 How effective are the support services for under-prepared students? How can these students be motivated?

CERTIFICATE PROGRAMS:

- 13.11 What are the certificate programs? What are their goals, their consistency with institutional objectives, and their effectiveness? How do they meet the needs of students and the community?

EXPERIENTIAL EDUCATION:

- 13.12 How does Experiential Education work? Are there any policies and procedures? How does Experiential Education fit into the mission, goals, and objectives? What arrangements are made to provide students with outside knowledge and skills in their professions or programs?
- 13.13 What is the process or procedure for evaluating Experiential Education? Does it vary by discipline?
- 13.14 Are transfer credits for Experiential Education accepted? What are the conditions for accepting or rejecting?

NON-CREDIT OFFERINGS:

- 13.15 What are the modalities for non-credit offerings, whether on-site or through distance learning?

**BRANCH CAMPUSES, ADDITIONAL LOCATIONS,
OTHER INSTRUCTIONAL SITES:**

- 13.16 Does Monmouth use branch campuses, additional locations, and other instructional sites, and if so, what are their characteristics in terms of programs, student profile, faculty profile, support services available to students, and physical and technological resources?
- 13.17 How do the offerings at branch campuses, additional locations, and other instructional sites compare to similar offerings elsewhere at the institution, and how are the faculty and personnel at those sites integrated with institution-wide activities?

DISTANCE OR DISTRIBUTED LEARNING:

- 13.18 Is distance learning offered, and are there particular reasons why distance learning is appropriate?
- 13.19 What are the characteristics of the students who undertake distance learning?
- 13.20 What resources, support, and training are provided to faculty and students engaged in distance learning?

CONTRACTUAL RELATIONSHIPS, AFFILIATED PROVIDERS:

- 13.21 Does Monmouth have contractual relationships and affiliated providers, and if so what are the nature and scope of the affiliations?
- 13.22 Is there an oversight committee in charge of related educational activities?

METHODS

As suggested by these questions, the self-study process will include an extensive review and objective assessment of existing reports and data, including those listed below, especially the University's Strategic Plan, 1996 Self-Study Report, and 2001 Periodic Review Report. In addition, the subcommittee will interview the Provost, deans, program directors, and other faculty as needed and will compile new information to supplement that currently available.

RESOURCES

Monmouth University Mission Statement
Monmouth University Self-Study Report, 1996 and Follow-up Reports
Monmouth University Periodic Review Report, 2001 and Follow-up Report
President Rebecca Stafford's Vision Statement, 1993
Monmouth University Strategic Plan, 2004
Annual Institutional Profile (Middle States)
Monmouth University Web site
Monmouth University Magazine
Annual Reports from Departments, Programs, and Schools
Undergraduate and Graduate Catalogs
All recent accreditation documents (e. g. AACSB, CCNE, NCAA)

Computer Workstations on Campus
Course Evaluations
Library Usage
Retention Statistics
Focus Groups and Surveys, as necessary
Characteristics of Excellence in Higher Education
Designs for Excellence in Higher Education: Handbook for Institutional Self-Study
Iona College Self-Study Design, 2000

MEMBERS

Dr. Richard Veit, Assistant Professor, History and Anthropology, *Subcommittee Chair*
Ms. Robyn Asaro, Study Abroad Coordinator
Dr. Shelia Baldwin, Assistant Professor, Curriculum and Instruction
Dr. John Burke, Chair and Associate Professor, Music and Theatre Arts
Mr. Larry Dworkin, Director, Center for Continuing Education/Contract Research
Ms. Maiya Furgason, Trustee
Ms. Aurora Ioanid, Associate Librarian, Guggenheim Library
Dr. Jean Judge, Assistant Dean, LCAC Support Services/Articulation
Mr. Jason Krayl, Alumni
Dr. Alison Maginn, Associate Professor, Spanish
Ms. Subrina Mahmood, Student
Mr. Rory Meehan, Student
Dr. Donald Moliver, Professor, Economics and Finance/Director, Real Estate Institute

14. Assessment of Student Learning

PURPOSE

The Assessment of Student Learning Subcommittee will examine student learning in Monmouth University's undergraduate and graduate educational offerings and programs for congruence with its mission and educational goals. The subcommittee will examine the articulation of statements of expected student learning at the individual course, program, and institutional levels. The subcommittee will evaluate those assessment measures, methods, and analyses that are used to validate stated expectations for student learning. The subcommittee will examine the ways in which information about student learning is used for assessing and enhancing academic quality. Finally, the subcommittee will review our institution's overall assessment plan at each level (course, program, and institutional) to determine whether learning outcomes are interrelated, and whether their continuity, coherence, and integration among the three levels are evident.

QUESTIONS

Based on a review of Characteristics of Excellence in Higher Education, as well as issues specific to Monmouth University, the following questions have been developed to guide the subcommittee in its research effort.

LEARNING OBJECTIVES AND MISSION:

- 14.1 Are the learning objectives clearly articulated in the mission statement?
- 14.2 Do current assessment measures ask about the learning objectives stated in the mission?
- 14.3 Does the assessment plan state which assessment tools evaluate each specific learning objective stated in the mission?
- 14.4 Are the aspects of student learning that are critical to the mission publicized and disseminated?
- 14.5 Are the aspects of student learning that are crucial to the mission emphasized within the classrooms?
- 14.6 Is there a consensus at the school and department levels regarding what students should learn, and are those goals tied to the institutional mission and the university-wide learning objectives?

ASSESSMENT PLANS:

- 14.7 What are the component parts of the institution's plan for assessment of student learning?
- 14.8 How do current assessment tools, methods, and analyses help to evaluate learning in individual courses, various majors, the General Education and Honors programs, continuing education courses, graduate programs, the library and other information literacy initiatives in the academic departments and schools, and the Schlaefer School (Program)?
- 14.9 Are faculty encouraged to provide specific plans that describe learning assessment of activities being undertaken?
- 14.10 Are these various assessment tools used by the institution in a systematic way?
- 14.11 Are available resources adequate for a systematic assessment of student learning?
- 14.12 How is the current system of data acquisition and analysis utilized to improve student learning?
- 14.13 What work has been done to provide for the adoption of an assessment plan by all segments of the University community?
- 14.14 What is the appropriate structure for a systematic assessment of student learning? What is the status of the University Outcomes Assessment Committee in Monmouth's governance?

TEACHING AND STUDENT LEARNING:

- 14.15 Do the existing assessment measures adequately provide students with feedback about student learning?
- 14.16 Do the existing assessment measures adequately provide faculty with feedback about student learning?
- 14.17 Do the existing assessment measures adequately provide the administration with feedback about student learning?
- 14.18 Are the results of the assessment measures used to improve teaching and student learning?
- 14.19 What remains to be done?

LEARNING CONNECTIONS AND RESOURCES BEYOND THE CLASSROOM:

- 14.20 How appropriately do current assessment tools help us to evaluate collaborative partnerships between academic services and student services, the First-Year Experience, and the Transfer Experience?
- 14.21 In what ways are student learning outcomes reported to the larger community?
- 14.22 In what ways are student learning outcomes used to recruit new and transfer students?

METHODS

The subcommittee will review qualitative and quantitative data relating to the assessment of student learning at the course, program, and institutional level. It will use multiple methods of assessment. It will look for evidence that student learning outcomes assessment is being used to improve student learning and curricula by conducting interviews with faculty members and students and by examining departmental, faculty, and relevant committee reports. The subcommittee will also look for evidence that student learning outcomes assessment is being used continually as part of the institutional assessment and improvement/planning circle.

RESOURCES

Monmouth University Mission Statement
Monmouth University Self-Study Report, 1996 and Follow-up Reports
Monmouth University Periodic Review Report, 2001 and Follow-up Report
President Rebecca Stafford's Vision Statement, 1993
Monmouth University Strategic Plan, 2004
Annual Institutional Profile (Middle States)
Monmouth University Web site
Annual Reports from Departments, Programs, and Schools
All recent accreditation documents (e. g. AACSB, CCNE, NCAA)
Admissions Statistics
Course Evaluations
Enrollment Statistics
Grading Profiles

Graduation Statistics
Retention Statistics
Graduating Student Survey Data
Alumni Survey Data (1, 5, 10 years out)
Institutional Assessment Plan
Course syllabi or guidelines
Senior portfolios and capstones
External discipline exams
External licensure
External program reviews and benchmarks
Pre- and post-testing
Scores on standardized tests
Graduate school performance
National Survey of Student Engagement
SIRS
Job placement rates
Report of the Task Force on Outcomes Assessment, 2000
Department and School Outcomes Assessment Reports
Characteristics of Excellence in Higher Education
Designs for Excellence in Higher Education: Handbook for Institutional Self-Study
Iona College Self-Study Design, 2000

MEMBERS

Dr. Kathleen Pearle, Associate Director of Outcomes Assessment, *Subcommittee Chair*
Dr. Barrie Bailey, Assistant Professor, Economics/Finance
Ms. Karen Bright, Associate Professor, Art and Design
Ms. Marcia Sue Clever, Trustee
Dr. Min Hua Lu, Chair and Associate Professor, Management and Marketing
Dr. Robin S. Mama, BSW Program Director and Associate Professor, Social Work
Mr. Robert Matthies, Jr., Alumni
Ms. Gertrude Murphy, Administrative Coordinator, MBA Program
Mr. James Pillar, Director of Residential Life and Housing Operations
Ms. Angela Schiano, Student
Mr. William D. Warters, Trustee

VI. Outcomes Assessment and Monmouth's Institutional Self-Study

Guided by Monmouth University's Mission Statement, all academic departments and graduate programs have developed mission statements, goals, and objectives, as well as criteria and procedures for measuring outcomes. Assessment of student learning occurs at various levels, ranging from courses to the University and including surveys and professional exams. Other divisions and units also follow plans to evaluate their performance. All present annual reports summarizing their progress and future plans.

Results of evaluations and assessment are used to direct change and continuous improvements.

The new Strategic Plan, which has been in the making since late summer 2003 and which will be submitted for Board of Trustees' approval in June 2004 embraces core values, principles, and priorities in the following areas: academic programs and centers for distinctiveness; image, visibility, and reputation as a regional resource; capacity, size and location; diversity; student composition; faculty; liberal arts and professional programs, student development; academic, organizational, and structural issues; using and managing technology; facilities development; financial pathways; fund raising; governance; and ongoing evaluation and assessment.

The Steering Committee will ensure that outcomes assessment is a pervasive component. In addition to the work done by the Institutional Assessment and the Assessment of Student Learning subcommittee, other subcommittees will be asked to emphasize analysis, identification of outcomes, and measurement of effectiveness. Moreover, each subcommittee will be directed to document all findings and use both qualitative and quantitative data, as appropriate. The Steering Committee will gather and make available relevant documents, committee minutes, and reports that might serve as resources for the subcommittees in their research and analyses. An inventory of resources is being developed for organizational and easy access purposes.

VII. Inventory of Resource Documents

	1. Mission Goals and Objectives				2. Planning, Resource Allocation And Institutional Renewal				3. Institutional Resources				4. Leadership and Governance			
	5. Administration				6. Integrity				7. Institutional Assessment				8. Student Admissions			
	9. Student Services				10. Faculty				11. Educational Offerings				12. General Education			
									13. Related Educational Activities				14. Assessment of Educational Outcomes			
<i>Documents to be reviewed</i>	1	2	3	4	5	6	7	8	9	10	11	12	13	14		
General University Documents:																
Mission Statement of Monmouth University	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
Monmouth University Self-Study Report, 1996 and Follow-up Reports	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
Monmouth University Periodic Review Report, 2001 and Follow-up Reports	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
President Rebecca Stafford's Vision Statement, 1993	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
Annual Audited Financial Statements M		X	X			X										
Board of Trustees By-Laws				X		X										
CHE/MSA Statement of Accredited Status	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
Collective Bargaining Agreements		X	X	X	X	X								X		
Course Syllabi and Guidelines														X		
Current Advertisements					X											
Employee Handbook					X	X										
External Discipline Exams														X		
External Licensure														X		
Faculty Handbook						X				X						

1. Mission Goals and Objectives	5. Administration	10. Faculty
2. Planning, Resource Allocation and Institutional Renewal	6. Integrity	11. Educational Offerings
3. Institutional Resources	7. Institutional Assessment	12. General Education
4. Leadership and Governance	8. Student Admissions	13. Related Educational Activities
	9. Student Services	14. Assessment of Educational Outcomes

Documents to be reviewed	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Human Resources Policies and Procedures Manual				X	X	X								
<i>Inside Monmouth</i> (Employee Newsletter) M					X	X								
<i>Monmouth Magazine</i> M						X			X				X	X
Monmouth University Faculty By-Laws 2004					X		X							X
Monmouth University Website	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Organizational Chart				X	X									
Roles and Responsibilities of Chairs and Academic Departments						X				X	X	X		
Senior Portfolios and Capstones														X
Strategic Plan 2004	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Student Government By-Laws				X		X				X				
Student Handbook						X		X	X					
<i>The Outlook</i> (Student Newspaper) M									X					
University Catalogs M	X					X				X	X	X	X	
<i>Viewbooks</i> (Admissions)						X								
Reports:														
AACSB Accreditation Study						X				X	X		X	X
Annual Institutional Profile (Middle States)	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Annual Reports from Departments/Programs/ Schools M	X	X				X				X	X	X	X	X
Campus Master Plan	X	X	X	X		X								X
Capital Campaign Reports		X	X	X										
CSWE Accreditation Self Study (Social Work)		X				X		X			X			X
Departmental/School Outcomes Assessment Report							X							X
Enrollment Reports M		X	X			X		X		X	X			X
Faculty Development Records and Reports										X				
IPEDS and HEDS for external sources		X	X			X	X							X
NCAA Certification Self-Study (Athletics)						X	X	X						X
Outcomes Assessment Surveys and Reports						X	X				X			X
Report of the Taskforce on General Education 2000												X		
Report of Taskforce on Outcomes Assessment 2000							X							X
Retention Report						X	X	X			X	X	X	X
School Personnel Committee/University Qualifications Committee Reports to Faculty Council										X				
Technology Reports		X	X											
Data Requests:														
Admissions Statistics M		X				X		X						X
Alumni Survey Data							X							X
Alumni Surveys (1, 5,10 years out) M														X
Budget Documents M		X	X			X								
Budget Projections M		X	X			X								
Classroom Usage			X			X			X	X				
Computer Workstations on Campus		X				X			X	X	X	X	X	
Course Evaluations M						X				X	X	X	X	X
Pre-and Post-Testing														X
Enrollment and Statistics		X	X			X		X		X	X			X
External Program Reviews and Benchmarks														X

1. Mission Goals and Objectives	5. Administration	10. Faculty												
2. Planning, Resource Allocation and Institutional Renewal	6. Integrity	11. Educational Offerings												
3. Institutional Resources	7. Institutional Assessment	12. General Education												
4. Leadership and Governance	8. Student Admissions	13. Related Educational Activities												
	9. Student Services	14. Assessment of Educational Outcomes												
Documents to be reviewed														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Grading Profiles	M					X		X	X	X	X			X
Graduate School Performance														X
Graduating Student Survey Data							X							X
Graduation Statistics	M					X	X		X					X
Job Replacement Rates														X
Library Usage	M					X			X	X	X	X	X	X
National Survey of Student Engagement														X
Retention Statistics	M					X	X	X		X	X	X	X	X
Revenue and Expenditures Reports	M		X	X		X	X							
Salary Data	M		X	X		X				X				
SIRS														X
Committee Meeting Minutes:														
Minutes of Faculty Council	M	X			X	X				X	X	X		
Minutes of Standing Committees of Faculty Council	M	X				X				X		X		X
External Documents:														
<i>Characteristics of Excellence in Higher Education</i>		X							X	X	X		X	
<i>Designs for Excellence: Handbook for Institutional Self-Study</i>	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Framework for Outcomes Assessment						X	X			X				X
Higher Education Assessment Literature							X					X		X
Iona Self-Study Design 2000	X	X	X	X	X	X	X	X	X	X	X	X	X	X

VIII. Self-Study Timeline

President Paul G. Gaffney announces the upcoming Reaffirmation of Accreditation Process to the campus community	August 18, 2003
Provost Thomas Pearson reiterates the announcement in a formal memorandum	August 29, 2003
President Gaffney mentions Middle States in the Opening Convocation	September 10, 2003
Provost Pearson and Dr. Saliba Sarsar attend the Self-Study Institute in Philadelphia, PA	November 11-12, 2003
Provost Pearson reports on the Reaffirmation of Accreditation at the General Faculty Meeting	December 3, 2003
Drs. Sarsar and Julius Adekunle appointed Co-Chairs of the Steering Committee	January 6, 2004
Provost Pearson's Memorandum to the Monmouth community announcing the preparations for Middle States Review	January 20, 2004
President Gaffney invites 18 members of the Monmouth University family to serve on the	

the Steering Committee	January 23, 2004
Dr. Sarsar gives an update at the General Faculty Meeting	February 4, 2004
Dr. Sarsar gives an update at Board of Trustees Committee on Educational and Faculty Affairs	February 26, 2004
1 st Meeting of the Steering Committee	March 1, 2004
Dr. Adekunle gives an update at the General Faculty Meeting	March 3, 2004
President Gaffney invites members of the Monmouth family to serve on one of the Fourteen subcommittees	March 9, 2004
2 nd Meeting of the Steering Committee	March 22, 2004
3 rd Meeting of the Steering Committee	March 30, 2004
4 th Meeting of the Steering Committee	April 8, 2004
Drs. Sarsar and Adekunle give a briefing on Middle States at the Student Government Association	April 14, 2004
Preliminary Visit of Dr. George Santiago, MSCHE Liaison to Monmouth University	April 26, 2004
Submission of Final Self-Study Design to MSCHE	June 7, 2004
Approval of Self-Study Design by MSCHE	June 14, 2004
Some Subcommittees begin research	Summer 2004
Steering Committee meets to assess progress of Subcommittees	September 2004
Continuation of Subcommittee research	September 2004-March 2005
Selection of Team Chair by MSCHE	January 2005
Selection of Evaluation Team Members by MSCHE	February-April 2005
Subcommittees draft reports and submit to Steering Committee for review	April 2005
Steering Committee reviews subcommittee reports	May 2005
Subcommittees revise reports	June 2005
Co-Chairs and Editing Team review Subcommittee reports and writes Self-Study Report	July-August 2005
Edited Self-Study Report reviewed by Subcommittees, approved by Steering Committee, and shared with the Monmouth Community	Early Fall 2005
Community-wide forums and discussions	Fall 2005
Preliminary Visit by Team Chair to Monmouth University	Fall 2005
Revision of Self-Study Report based on Community Input	December 2005
Final Self-Study Report reviewed and approved by Steering Committee, Provost, and President	January 2006
Submission of Final Self-Study Report and Supporting Documents to MSCHE and Team Members	February 2006
Evaluation Team Visit and Report	March-April 2006
Respond to Middle States Evaluation Team Report	April 2006
MSCHE Committee on Evaluation Reports Meets in Philadelphia, PA	May 2006

MSCHE Full Commission meets and decides on on Reaffirmation of Accreditation of Monmouth University	June 2006
Monmouth University receives Action Letter for MSCHE (on Re-accreditation)	July 2006

**IX. Editorial Style and Format of Subcommittee Reports
(per Iona Self-Study Design of November 2000)**

The chairs of the fourteen subcommittees will assume responsibility for assigning to members tasks, such as collecting responses, organizing information, and producing drafts of chapters. Each subcommittee will submit a 25-page double-spaced report addressing the chapter heading assigned to it. The written work of the fourteen subcommittees will be compiled into one report, including the charges, questions, methods, resources, data, findings, and recommendations of each subcommittee. The Steering Committee will review and edit this work and provide additional sections to compose a comprehensive and seamless Self-Study Report. The additional sections will be an executive summary, the Annual Institutional Profile, and overview of the process, conclusions, recommendations, and appendices.

The recommended outline of each subcommittee report is as follows:

- A brief description of the charge of the subcommittee and how it conducted its work;
- Substantial analysis of the findings of the subcommittee;
- Evidence of support by documentation of all findings;
- Clear and direct assessment of strengths and challenges in the areas addressed by the subcommittee; and
- A section on recommendations.

Writings Mechanics:

- Use active voice instead of passive as much as possible;
- Use third person (e.g., the administration, the faculty) rather than first person (e.g., I and we);
- Refer to positions and offices rather than to names of people;
- Use spell check;
- Avoid hyphens at the right-hand margin;
- Avoid unnecessary abbreviations; and
- Italicize the title of books and other publications.

Technical Guidelines:

- Use Microsoft Word, 12-point Times New Roman font;
- Submit documents in double space;
- Double space after headings;

- Double space between paragraphs;
- Center primary headings with all letters in bold caps in 14-point font, e.g., chapter titles;
- Left justify secondary headings with all letters in bold caps in 12-point font, e.g., major divisions of a chapter;
- Left justify tertiary headings in bold letters with the first letter of important words capitalized, e.g., subdivisions of a chapter;
- Left justify and underline (not bold) fourth level headings, with the first letter of important words capitalized, e.g., sections of subdivisions of a chapter;
- Use Microsoft Excel spreadsheets for charts and graphs;
- Format pages with one and a quarter inch margins on left and right sides (for binding) and one-inch margins on top and bottom;
- Submit drafts by e-mail attachment.

X. Format of the Self-Study Report

The Steering Committee will organize the Self-Study by chapters as follows:

Preface

Introduction

- Mission Statement
- Self-Study Approach and Process
- Executive Summary
- Annual Institutional Profile

Chapter 1 Mission, Goals, and Objectives

- Historical Overview; Core Values, Clarity, Comprehensiveness, and Relevance of Mission Statement
- Implementation of Mission, Goals, and Objectives as related to the Approval Process, Implementation, Resources, Publicity, and Outcomes Assessment
- Community-wide Understanding of and Commitment to the Mission Statement
- Recommendations

Chapter 2 Planning, Resource Allocation, and Institutional Renewal

- Overview of Current Planning Practices
- Strategic Planning, Planning Inputs, Resource Allocation, and Assessment
- Strengths and Challenges
- Climate for Change and Institutional Renewal
- Recommendations

Chapter 3 Institutional Resources

- Overview of Financial, Human, Technical, and Physical Resources
- Significant Achievements over a Decade Related to Resource Allocation, Assessment, and Planning
- Strengths and Challenges
- Recommendations

Chapter 4 Leadership and Governance

- Survey of Governance Structures and Governing Body
- Leadership, Governance Processes, and Procedures and their Effectiveness
- Findings
- Recommendations

Chapter 5 Administration

- Administrative Structure and Effectiveness
- Administration and Faculty
- Administration, Information Management, and Technology
- Professional Development of Administration
- Strengths and Challenges
- Recommendations

Chapter 6 Integrity

- Mission and Overview of Ethical Standards and Practices
- Implementation of Policies and Procedures as related to Intellectual Freedom, Rights and Responsibilities
- Strengths and Challenges
- Recommendations

Chapter 7 Institutional Assessment

- Overview of Institutional Assessment Planning and Processes
- Implementation and Effectiveness of Assessment
- Strengths and Challenges
- Recommendations

Chapter 8 Student Admissions

- Review of Admission Criteria, Policies, and Procedures
- Congruence of Admission Criteria, Policies, and Procedures with Monmouth's Mission, Goals, and Objectives
- Outcomes Assessment and Enrollment Management
- Strengths and Challenges
- Recommendations

Chapter 9 Student Support Services

- Mission, Integrity, and Organization of Student Support Services
- Student Learning and Learning Outcomes as related to Support Services
- Diversity and Comprehensive Student Development
- Adequacy and Effectiveness of Support Services
- Recommendations

Chapter 10 Faculty

- Mission and Faculty Selection, Roles, and Responsibilities
- Faculty Professional Development and Evaluation
- Faculty Participation in Teaching and Learning and Community Life
- Findings
- Recommendations

Chapter 11 Educational Offerings

- Congruence with Mission, Goals, and Objectives
- Co-Curricular and Extra Curricular Experiences
- Student Outcomes, Data Analysis, and Revision of Educational Programs
- Learning Resources and Educational Offerings
- Strengths and Challenges
- Recommendations

Chapter 12 General Education

- Mission and History of General Education at Monmouth
- Student Outcomes and General Education
- Faculty and Institutional Support
- Review and Revision of General Education at Monmouth
- Recommendations

Chapter 13 Related Educational Experiences

- Overview of Non-degree Educational Programs and Contractual Relations
- Congruence of Related Educational Experiences with Monmouth's Mission
- Programs and their Administration
- Strengths and Challenges
- Recommendations

Chapter 14 Assessment of Student Learning

- Learning Outcomes and Monmouth's Mission
- Review of Current Assessment Plans and Measures of Learning Outcomes
- Teaching and Student Learning
- Strengths and Challenges
- Recommendations

Conclusion

- Summary of Major Findings
- Recommendations
- Strategies for Implementation

Appendices

XI. Profile of the Evaluation Team and Peer Institutions

The Steering Committee requests that the chair of the Middle States evaluation team be a university president or president emeritus(a) who understands private, mid-size comprehensive universities; who has knowledge of strategic planning and institutional change; and who appreciates Monmouth's geographical location and environment. The Steering Committee further requests that the team consists of five to seven individuals, who are familiar with institutions that combine an emphasis on the liberal arts with strong preparation in the professions and who are not skewed toward any particular denomination. Specific areas of expertise among the members that would be most useful to Monmouth include:

- Strategic Planning and Institutional Change
- Leadership and Governance, with experience in Collective Bargaining
- University Business Operations, with experience in Budgeting and Finance and in expanding the Physical Plant
- Instructional Technology and Library
- Education Quality, with experience in General Education and the Curriculum
- Assessment of Educational Outcomes

As indicated in the Introduction, Monmouth is comprised of five schools, with a Fall 2003 full-time faculty of 244 and part-time faculty of 281; and an enrollment of 6,212, with 4,381 undergraduates and 1,831 graduates. Monmouth is competitive and its faculty/student ratio is 1/15. Its Library contains 253,000 books and nearly 12,000 journal subscriptions (print and electronic). Its endowment is \$30 million.

Although many differences distinguish Monmouth from other institutions, Monmouth provides the following list of peer and aspirational institutions outside New Jersey.

- Bradley University
- Bucknell University
- Fairfield University
- Iona College
- Marist College
- Quinnipiac University
- Saint Joseph's University
- University of Redlands
- Villanova University