

**MONMOUTH**  
**UNIVERSITY**

## **SELF-STUDY DESIGN**

**Middle States Commission on Higher Education**

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*Monmouth University is an independent, comprehensive institution of higher education committed to excellence and integrity in teaching, scholarship, and service. Through its offerings in liberal arts, science, and professional programs, Monmouth University educates and prepares students to realize their potential as leaders and to become engaged citizens in a diverse and increasingly interdependent world.*

## Contents

Institutional Overview.....	4
Historical and Current Perspective .....	4
Campuses and Centers.....	4
Centers, Supporting Non-Profits Organization, and Institutes of Distinction .....	5
Executive Leadership and Organizational Structure.....	6
Organizational Structure.....	7
Mission and Strategic Plan.....	7
Environmental Factors (Recent Events, Developments and Challenges) .....	10
Student Population (Demographics and Enrollment data).....	11
Enrollment .....	11
Retention and Graduation Rates .....	12
Institutional Priorities to be Addressed in the Self-Study.....	13
Alignment of Priorities with Middle States Standards.....	13
Intended Outcomes of the Self-Study.....	14
Self-Study Approach.....	14
Organizational Structure of the Steering Committee .....	14
Charge of the Steering Committee .....	14
Process for Selection of Steering Committee .....	15
Steering Committee Strategies to Engage and Support Work Groups.....	16
Committee and Work Group Responsibility .....	17
Work Group Membership.....	17
Working Group Charges.....	26
Guidelines for reporting.....	27
Organization of the Final Self-Study Report .....	27
Self-Study Report Outline .....	27
Guidelines for Self-Study Narrative .....	28
Strategy for Verification of Compliance with Applicable Federal Regulatory Requirements.....	28
Timeline.....	28
Communication Plan.....	29
Evaluation Team Profile .....	31
Peer Institutions.....	31

Evidence Inventory Strategy .....	33
Evidence Management Strategies (Collection, Naming, and Storage) .....	33
Master Evidence List .....	34
Initial Evidence Collections and Conversations .....	34

## Institutional Overview

### Historical and Current Perspective

Monmouth University has enjoyed a history of dynamic growth and development. It has progressively become a first-choice destination school by expanding and enhancing the quality of its academic programs and steadily raising admission criteria for incoming students. Currently, Monmouth University is the fourth ranked college in New Jersey and 28<sup>th</sup> in the Northeast region by U.S. News and World Report Best Colleges. The university offers 33 undergraduate, 26 graduate, and 3 doctoral degree programs, and a variety of certificate programs to over 5,000 students, including 3,811 undergraduate students, 1047 graduate students and 169 doctoral students. The student body has representatives from 31 states and 34 foreign nations. Approximately 1,600 undergraduate resident students enjoy a challenging, technologically rich, learning environment on a traditional campus.

The university's beginning was relatively modest, starting in 1933 as a two-year institution limited to evening classes. Its purpose was to provide an opportunity for higher education to Depression-era, local high school graduates who could not afford to go away to college. In 1956, Monmouth College was accredited by the state to offer four-year programs leading to the baccalaureate degree. Less than a decade later, it was authorized to offer master's degree programs, and in March 1995, the New Jersey Commission on Higher Education granted Monmouth University status.

Monmouth University is organized into six academic schools with 27 academic departments and two additional schools (Graduate Studies and Honors):

- Leon Hess Business School ([Leon Hess Business School | Monmouth University](#))
- The School of Education ([School of Education | Monmouth University](#))
- Marjorie K. Unterberg School of Nursing and Health Studies ([School of Nursing and Health Studies | Monmouth University](#))
- School of Science ([School of Science | Monmouth University](#))
- School of Social Work ([School of Social Work | Monmouth University](#))
- Wayne D. McMurray School of Humanities and Social Sciences ([Wayne D. McMurray School of Humanities and Social Sciences | Monmouth University](#))
- Graduate Studies ([Graduate Studies | Monmouth University](#))
- Honors School ([Honors School | Monmouth University](#))

### Campuses and Centers

Monmouth University proudly boasts a beautiful main campus, a nearby graduate center, and many centers of distinction located on campus or in close proximity.

#### *Main Campus*

Monmouth University's suburban location is less than 1 mile from the Atlantic Ocean and has easy access to urban centers like New York City and Philadelphia, so there is no lack of cultural and recreational opportunities. It is also a location that directly impacts and enhances learning experiences every day from oceanic research to inner-city internships. The main campus is located in West Long Branch, NJ. It is the heart of the institution and houses all executive administrative

offices, most undergraduate learning spaces, housing, food services, athletics, and other primary student supports that provide a holistic academic and student experience.

### *Monmouth University Graduate Center*

Just two miles from our main campus, the Monmouth University Graduate Center offers immersive learning experiences, inclusive of community engagement, that go beyond traditional classroom environments. Our investment in the Graduate Center continues to grow with new facilities, equipment, and expert faculty involvement.

Currently, the Graduate Center houses the Occupational Therapy (OTD), Physician Assistant (PA), Speech-Language Pathology (SLP), and Clinical Mental Health Counseling programs, outfitted with dedicated classrooms, clinical skills laboratories, observation rooms, and equipment to support advanced learning outcomes.

A key feature of the facility is the Center for Speech & Language Disorders, which provides evaluation and treatment rehabilitation services to the neighboring community. Therapy is provided throughout the semester by a Monmouth University graduate clinician under the direct supervision of a Speech-Language Pathologist with certification by NJ and ASHA (the American Speech and Hearing Association).

### **Centers, Supporting Non-Profits Organization, and Institutes of Distinction**

There are three centers and four institutes of distinction at Monmouth University listed in Table 1 that promote awareness of specific issues and meet the needs of local and global communities. These institutes and centers help to create the unique identity of Monmouth University.

Table 1

#### *Monmouth University Centers Supporting Non-profit Organizations and Institutes of Distinction*

Center/Institute	Charge
The Bruce Springsteen Archives and Center for American Music	The separate supporting non-profit organization in which the University is the sole corporate member serves as the official archival repository for Bruce Springsteen's written works, photographs, periodicals, and artifacts. The purpose of the Springsteen Center is also to create academic, performance and exhibit space enabling the Center to become a major international scholarly resource for academic researchers and music historians. <a href="https://springsteenarchives.org/">https://springsteenarchives.org/</a>
Monmouth Center for the Arts	The Center for the Arts oversees the performing, visual, and literary arts in order to promote creative thinking, inspiration and cultural enrichment. It operates as the University's hub for a wide variety of programs, projects, and events that serve the campus and the community. <a href="https://www.monmouth.edu/mca/series/performing-arts/">https://www.monmouth.edu/mca/series/performing-arts/</a>
Institute for Global Understanding	The Institute for Global Understanding promotes understanding of global affairs and brings awareness of worldwide issues and challenges. To meet the goals of IGU, students, faculty, and the community actively engage in a series of programs, partnerships, fundraising initiatives, field

	experiences, and service-learning opportunities. <a href="https://www.monmouth.edu/igu/">https://www.monmouth.edu/igu/</a>
Kislak Real Estate Institute	The Kislak Real Estate Institute, part of the Leon Hess Business School, is a leading research center on real estate and economic development. The Institute also offers programs of study that provide students and professionals with the skills needed for a productive career in commercial real estate. <a href="https://www.monmouth.edu/kislak/">https://www.monmouth.edu/kislak/</a>
Monmouth University Polling Institute	The Polling Institute is a leading center for the study of public opinion on critical national and state issues. It provides research to assist policymakers with planning and assessment, while collaborating with Monmouth faculty and students to enhance research and training opportunities. <a href="https://www.monmouth.edu/polling-institute/">https://www.monmouth.edu/polling-institute/</a>
Urban Coast Institute	The Urban Coast Institute, part of the School of Science, is a forum for research, education, and collaboration supporting the stewardship of coastal ecosystems. The UCI allows students to study important environmental issues, both on campus and at the beach only a mile away. <a href="https://www.monmouth.edu/uci/">https://www.monmouth.edu/uci/</a>
Center for Entrepreneurship	The Center for Entrepreneurship, part of the School of Business helps Monmouth University and regional startup communities tap into and fulfill their entrepreneurial potential. We offer one-on-one coaching, mentorship, business-building resources and learning opportunities, to help entrepreneurs bring their ideas to life and make a positive impact on society. <a href="https://www.monmouth.edu/entrepreneurship/">https://www.monmouth.edu/entrepreneurship/</a>

## Executive Leadership and Organizational Structure

Monmouth University is led by its 10th President, Dr. Patrick F. Leahy. President Leahy's cabinet consists of the following team of direct reports (Table 2):

Table 2  
*Monmouth University Direct Reports to the President*

Leadership Name	Title
Pamela Scott-Johnson, Ph.D.	Provost and Senior Vice President for Academic Affairs
Ed Christensen, Ph.D.	Vice President for Information Management
Bill Craig	Vice President for Finance, retiring effective July 1, 2023
Charlene Diana, J.D.	Vice President and General Counsel
Annette Gough	Executive Assistant to the President and Board of Trustees
Amanda Klaus	Vice President for University Advancement
Robert McCaig, Ed.D.	Vice President for Enrollment Management and Marketing
Emily Miller-Gonzalez, J.D.	Chief of Staff
James Pillar, Ph.D.	Vice President for Student Life and Leadership Engagement
Timothy Orr	Executive Director for Campus Planning and Facilities Management
Zanetta Rago-Craft, Ed.D.	Director, Intercultural Center and Advisor to the President on Diversity and Inclusion
Robyn Salvo	Associate Vice President for Human Resources
Jennifer Sansevero	Acting, Director of Athletics

## Organizational Structure

The Monmouth University Organizational Structure is included as Appendix 1.

## Mission and Strategic Plan

### *Mission Statement*

Monmouth University is an independent, comprehensive institution of higher education committed to excellence and integrity in teaching, scholarship, and service. Through its offerings in liberal arts, science, and professional programs, Monmouth University educates and prepares students to realize their potential as leaders and to become engaged citizens in a diverse and increasingly interdependent world.

### *Core Values*

Excellence in Teaching and Learning  
Caring Campus Characterized by Mutual Respect  
Personal and Professional Integrity  
Diversity  
Service  
Empowerment of University Community

### *Strategic Plan*

In the fall of 2019, a team of 14 students, faculty, staff, and administration were appointed to the Strategic Planning Steering Committee. Through an inclusive process articulated in the published plan (See Appendix 15) over the next two years, the Monmouth University Strategic Plan 2021-2026 was published and shared with the community after its adoption by the Board of Trustees in 2021. The following are highlights from the Monmouth University Strategic Plan 2021-2026.

### *Aspiration*

By 2026, Monmouth University will be a national leader in integrating excellence and access by becoming the most highly ranked (US News & World Report) institution with our access measures (Pell eligibility) in our category (private, non-sectarian, Division I).

### *Introduction*

According to the National Center for Education Statistics, there are nearly 3,000 four-year, not-for-profit institutions of higher education in the United States, nearly half of which are private, like Monmouth University.

Many of these institutions distinguish themselves by their excellence, as measured by high rankings in various third-party publications. Others make their mark by their accessibility, as measured by their high number of Pell-eligible students. But, what if an institution emerged that

was both excellent and accessible – that is, was both highly ranked and was serving a high proportion of Pell-eligible students? An institution that could effectively integrate these two goals would enjoy dual benefits. First, this institution would enjoy the benefits of being highly ranked, of being increasingly well-known on a national scale, of attracting strong students from around the country, and of associating with the best brands in American higher education. And, second, as a high access institution, this institution would serve a greater societal purpose by ensuring a private, first-rate education is accessible to ambitious students and their families, of knowing that it was changing lives and resetting the trajectory of families for generations to come.

Monmouth University aims to be that institution. That is our ambition!

Monmouth University over the recent years has already begun to integrate excellence and access like few other private institutions in the nation. But, in order to become the national leader, we must become both more excellent and more accessible. That's what our new, five-year strategic plan aims to do – through an intersection of six mutually supportive themes, or threads.

**Excellence.** In order to become more excellent, we must continue to build a first-class, increasingly prestigious, residential university, successfully completing our evolution from a local, junior college to a national, doctoral university. We will selectively add (and delete) programs both in the classroom and outside of it to attract students and to offer them a life-transforming experience. We will enhance the living and learning community that is our main campus to make us more attractive. And, we will improve our outcome measures across the board – from recruitment, to retention, to graduation, to career placement. In so doing, we will continue to enhance our relative position in various third-party rankings.

**Access.** Then, we will make this prestigious university increasingly accessible to students. We will review our scholarship programs to ensure accessibility. We will recruit more widely and will raise more money for scholarship support of low-income students and their families. We will improve the culture to ensure that an increasingly diverse student population can thrive here on campus. In so doing, we will continue to demonstrate through various publicly reported measures our commitment to access.

**Ambition.** As we become both more excellent and more accessible, we will increasingly promote this unique private university on a super-regional – if not national – scale. We will take full advantage of our institutional assets – including our Division I athletics program, our Bruce Springsteen Archives, our Polling Institute, our Center for the Arts, and our Urban Coast Institute – in order to shine a spotlight on our university. We will launch a new and improved marketing and branding effort around this newfound integration. In so doing, we will be recognized as a leader in demonstrating a new paradigm in American higher education – that is, that private institutions can be both highly ranked and highly accessible.

And, through an institution-wide commitment to excellence, access, and ambition, Monmouth University will become the national leader at integrating excellence and access by becoming the most highly ranked private institution with our access measures in our category. That distinction will be worthy of our best collective efforts as educators. And, a bold goal like this will demand our best collective efforts, too.



### *Strategic Plan Themes*

#### Theme 1. Invest in Academic Excellence

Monmouth University prepares students to live happy, healthy, and productive lives that are marked by creative pursuits, innovative contributions to their profession, and cultural competence and connectedness that improves lives in their community and around the globe. Monmouth students benefit from high-impact pedagogical practices such as service-learning courses, faculty-led study abroad programs, senior seminars, and valuable internships with business and organizations. We value the foundation that a liberal arts education provides and prepare students with the knowledge and discipline-specific skills they need to be leaders in their professions.

#### Theme 2. Enhance the student Experience

Monmouth University is committed to developing global citizens, who actively engage in their community, and are prepared for a well-lived life post-commencement. To meet this goal, Monmouth must provide a modern way for students to actively engage in the Monmouth community and build meaningful relationships for personal and professional growth.

#### Theme 3. Cultivate a Diverse & Inclusive Campus Community

Monmouth University works to create an environment of equity and inclusion which respects and affirms the inherent dignity, value, and uniqueness of all individuals, communities, and life experiences. Our practices reflect awareness and understanding of the complexity of identity and the increasing interconnectedness of our world. It is our responsibility to promote and maintain a community of compassion, embracing the rich dimensions of diversity, and facilitating opportunities for understanding and the expression of both individual and shared experiences.

#### Theme 4. Improve Identify and Infrastructure

Monmouth University is committed to building its reputation for excellence in teaching and learning by providing an environment that is highly personalized and interdisciplinary. Monmouth University will serve as the high-value alternative delivering a world-class, personalized education to our students and friends, worldwide.

#### Theme 5. Modernize Infrastructure

Monmouth University's campus is already one of the most beautiful campuses in the nation, mixing old, historic buildings with new, state-of-the-art facilities into a unified experience. However, gaps exist in making it as competitive as possible in the 21<sup>st</sup> century.

#### Theme 6. Ensure Financial Stability

Approximately 95% of Monmouth's annual operating budget relies on the strength of our enrollment. Our diverse student body consists of over 5,000 students (3,811 undergraduates and 1,216 grads) enrolled in a variety of undergraduate, graduate, and doctoral programs. Immediate priorities for our five-year plan include preparing for the anticipated demographic decline in the number of high school students matriculating to college at the undergraduate level. We will also respond strategically to the graduate and doctoral marketplace by providing support and resources that best support our students and faculty in these programs. We will strive to maintain a competitive price point and high-value academic experience for aspiring Hawks at all levels. Now, more than ever, Monmouth needs to strengthen its financial footing to make Monmouth an

accessible option for students in the state of NJ, and beyond. In order to do so, Monmouth will embark on an ambitious, but exciting comprehensive fundraising campaign to take our students now and in the future to even greater heights, raising the profile of the University and the programs within.

### Environmental Factors (Recent Events, Developments and Challenges)

The following is a list of recent events, developments and challenges that make up the environmental factors specific to Monmouth University.

1. Lingering pandemic impacts including general wariness of the price point of private education, coupled with high inflation, have had a disproportionate economic impact on the ability of a greater number of families to attend a private college.
2. The recently enacted federal FAFSA Simplification Act not only made applying for financial aid easier, but also radically changed how financial aid is administered and how student eligibility is determined. We anticipate that more students will not only be eligible for more federal aid dollars but for more institutional need-based aid dollars as well, which could be a budget challenge. Moreover, implementing the requirements of the act will necessitate significant changes in procedure, publications, and messaging to students and families—a heavy lift in itself, and a compliance risk if not implemented diligently.
3. Having recently solidified the decision to stay test-optional for admission evaluation, we will need to continue to look at if/how this impacts retention and what additional programming and support services we may want to put in place. What measures help us understand the impacts of classes affected by pandemic learning? Are there implications of admitting students through test-optional applications?
4. With community colleges continuing to struggle with enrollment—and with 70% of our transfer enrollments coming from community colleges—we need to continue to carefully examine our policies and practices as they relate to evaluating transfer credit.
5. Demographics in the Northeast are projected to level out for the next two years before the demographic cliff of 2025-26.
6. A third of our graduate programs continue to have very low enrollments. While we have made progress this past year (cohorting some programs, shelving one program and several certificates, re-examining the number of credits required, etc.), deeper analysis and discussion of the efficiency and viability of some of our graduate programs is needed.
7. After months of research and discussion, we believe our pricing model for graduate education is no longer viable. We have taken first steps toward greater viability by eliminating the graduate merit scholarship for incoming master's-level students (except for students in the high-demand Speech Language Pathology and Physician Assistant programs) and reducing the cost per credit by approximately \$300. Even with this tuition reduction, the price of graduate education at Monmouth will be second highest among our competitors.
8. In the past four years, Monmouth University has experienced tremendous changes in leadership. In August of 2019, Dr. Patrick F. Leahy joined Monmouth University as its 10<sup>th</sup> President. The former Provost retired to faculty in 2020; they were replaced with a two-

year interim appointment. In August of 2021, the current Provost, Dr. Pamela Scott-Johnson began her tenure at Monmouth University. Since then, there has been a reorganization of executive leadership along with multiple retirements or resignations. Currently there are three interim Deans that started in September of 2022. Dr. Scott-Johnson announced her departure from Monmouth University effective July 28, 2023. The President announced an internal search for the appointment of a two-year interim Provost.

## Student Population (Demographics and Enrollment data)

Multiple data points on student enrollment, retention and graduation are included in this section.

### Enrollment

The top 10 undergraduate and graduate program enrollments are included with headcounts are included in Tables 3.A (UG) and 3.B (Grad). Appendix 2-4 provide detailed information regarding enrollment for undergraduate and graduate programs from Fall 2017 through Fall 2022. The title of those appendices are as follows:

- Appendix 2 Undergraduate FTE from Fall 2017 through Fall 2022
- Appendix 3 Undergraduate Headcount by major from Fall 2017 through Fall 2022
- Appendix 4 Graduate/Doctoral FTE from Fall 2017 through Fall 2022
- Appendix 5 Graduate/Doctoral Headcount by major from Fall 2017 through Fall 2022

Table 3.A

*Monmouth University's Top 10 Undergraduate Programs (based on 22FA enrollment)*

Program	Degree	Headcount
Business	BS	1026
Health Studies	BS	379
Education	BS, BA	314 Elementary and Secondary 223 and Special Education 91
Psychology	BA	261
Communication	BA	239
Nursing	BSN	191
Biology	BS	171 (includes Education content area students)

English	BA	139 (includes Education content area students)
Criminal Justice	BA	138
Computer Science	BS, BA	109 (includes Education content area students)

Table 3.B.

*Monmouth University's Top 10 Graduate or Doctoral Degree Programs (based on 22FA Enrollment) [includes two lines for MSED]*

Program	Degree	Headcount with certificate students
Master of Science in Education	MSED	146 - excluding SLP
Master of Business Administration	MBA	123
Master of Social Work	MSW	113
Master of Science in Clinical Mental Health Counseling	MS	104
Master of Science in Nursing	MSN	107
Master of Science in Physician Assistant	MS	86
Master of Science in Education in Speech-Language Pathology	MSED	77
Doctor of Educational Leadership	EDD	69
Master of Education	MED	53
Master of Arts in Criminal Justice	MA	48
Doctor of Nursing Practice	DNP	43

## Retention and Graduation Rates

This section will review data regarding Monmouth University's retention and graduation rates. To summarize, Monmouth University's First-Year Retention for the Fall 2021 cohort is 79.2%. Our current undergraduate graduation rates are FA18 cohort 4-Yr 64.6%, FA17 cohort 5-Yr 69.2%, and FA16 cohort 6-Yr 68.2%. For the Fall 2016 UG cohort, our rates are as follows: 4-Yr 60%, 5-Yr 67.4%, 6-Yr 68.2%.

The following appendices provide further data on Monmouth University's retention and graduation rates:

Appendix 6: provides retention rates of first-time, full-time freshman cohorts

Appendix 7: provides retention and graduation rates of Monmouth students entering as a first-time student.

## Student Demographic Data

The student demographic data shared includes gender, age, ethnicity, and region of origin. The following Appendices provide data on each demographic data point:

Appendix 8: Graduate Profile by Program

- Appendix 9: Undergraduate Student Enrollment by Gender and Age
- Appendix 10: Graduate Student Enrollment by Gender and Age
- Appendix 11: Undergraduate Student Enrollment by Geographic Origin
- Appendix 12: Graduate Student Enrollment by Geographic Origin
- Appendix 13: Undergraduate Enrollment by Gender and Ethnicity
- Appendix 14: Graduate Enrollment by Gender and Ethnicity

## Institutional Priorities to be Addressed in the Self-Study

The institutional priorities addressed in the study are the six themes articulated in the Monmouth University Strategic Plan. In the fall of 2019, a team of 14 students, faculty, staff, and administration were appointed to the Strategic Planning Steering Committee. Through an inclusive process articulated in the published plan (See Appendix 15), the Monmouth University Strategic Plan 2021-2026 was published and shared with the community after its adoption by the Board of Trustees in 2021. The plan clearly identifies six themes. The first three themes are at the heart of the work we do and are the institutional priorities that are being used to guide the work of the self-study. The last three themes ensure the conditions that must be present that allow for the first three themes to become operationalized. Themes 1-3 serve as institutional priorities. The themes articulated in the plan are as follows:

**Theme 1: Invest in Academic Excellence (Institutional Priority #1)**

**Theme 2: Enhance the Student Experience (Institutional Priority #2)**

**Theme 3: Cultivate a Diverse and Inclusive Campus Community (Institutional Priority #3)**

### Supporting Themes

Theme 4: Improve Identity and Infrastructure

Theme 5: Modernize Infrastructure

Theme 6: Ensure Financial Stability

## Alignment of Priorities with Middle States Standards

The alignment of Monmouth University's institutional priorities to the MSCHE Standards is included in Table 4 below.

Table 4

*Alignment of Institutional Priorities to the MSCHE Standards*

Institutional Priorities	Middle States Commission on Higher Education Standards						
	St. 1 Mission & Goals	St. 2 Ethics & Integrity	St. 3 Design/ Delivery of Student Learning Exp.	St. 4 Support of the Student Experience	St. 5 Educational Effective- ness Assessment	St. 6 Planning, Resources and Institutional Improve- ment	St. 7 Governance Leadership, & Administra- tion

Invest in Academic Excellence	X	X	X		X	X	
Enhance the Student Experience	X	X	X	X	X	X	
Cultivate a Diverse & Inclusive Campus	X		X	X			X
Improve Identity and Infrastructure	X			X	X	X	
Modernize Infrastructure	X		X	X		X	X
Ensure Financial Stability	X	X	X	X		X	X

## Intended Outcomes of the Self-Study

Monmouth University has identified the following outcomes for the Self-Study:

1. Demonstrate how Monmouth University currently meets the Commission's Standards for Accreditation and requirements for Affiliation.
2. Establish Monmouth University's commitment to continuous improvement in the attainment of our mission and institutional priorities.
3. Engage the Monmouth University community in an inclusive and transparent self-appraisal process that actively and deliberately seeks to involve members from all areas of the institution.
4. Assess, improve and implement initiatives that allow the institution to realize our ambition to be a national leader through the integration of excellence and access.

## Self-Study Approach

Monmouth University will use a standards-based approach in writing the Self-Study. The institution has clearly articulated priorities (themes) identified through the Monmouth University Strategic Plan 2021-2026 that will guide the writing process and speak to each standard through the lens of the articulated themes. The themes and institutional priorities have been aligned to each other and to the MSCHE Standards in Table 4.

## Organizational Structure of the Steering Committee

The Monmouth University Middle States Commission on Higher Education Steering Committee will provide Leadership through the 2026 re-affirmation of MSCHE accreditation. In this section the institution will articulate the charge of the steering committee, process for steering committee member selection, steering committee membership, and how the steering committee will engage the Monmouth working groups and community in the self-study process.

## Charge of the Steering Committee

The Monmouth University MSCHE Steering Committee will be charged with the following:

1. Attend the Self-Study Institute and read all shared documents about the MSCHE accreditation process.
2. Review and approve the self-study design and timeline.
3. Review and approve the working group charges.
4. Support the working groups by providing guidelines and timetables to ensure the group meets requirements of the standard, related priorities/themes, and the Requirements of Affiliation.
5. Ensure the working groups are effectively and consistently building on and using the Evidence Inventory and provide support to the working groups as needed.
6. Ensure the working groups include strengths, opportunities for growth and/or innovations.
7. Review and edit drafts written by each working group. Check for errors in editing, areas to enrich content, inclusion of omitted elements, and final revisions prior to adding it to the self-study document and evidence inventory.
8. Ensure University-wide engagement in the self-study process by participating in the development and execution of the self-study communication plan.
9. Ensure meaningful alignment between the MSCHE, Requirements for Affiliation, and the institutional priorities as articulated in the Strategic Plan themes.
10. Validate the findings of the Institutional Federal Compliance Report, the verification of compliance with accreditation-relevant federal accreditation.
11. Ensure all accreditation related reports and documents are completed and submitted on time.
12. Oversee the arrangements for the site visit team.
13. Meet with the site visiting team.
14. Review feedback and assist in any subsequent reports or documents.
15. Analyze the effectiveness of the Steering Committee and discuss ways to continue the accreditation work through to the next MSCHE re-affirmation.

### Process for Selection of Steering Committee

The steering committee selection was an intentional process by Monmouth University Provost and Accreditation Liaison Officer (ALO) to ensure that all units critical to the institution's priorities were represented. The steering committee membership will provide overall leadership to move the accreditation forward, while supporting the work of the work group committees. The co-chairs were selected by the provost's office to include Monmouth faculty with proven leadership in accreditation, faculty governance, or similar initiatives. The members of the steering committee (Table 5) were selected to ensure that each working committee would have support from steering committee members that can provide experienced leadership and relevant guidance through the process.

Table 5  
*Monmouth University MSCHE Steering Committee*

Committee Member Name	Title/Affiliation	Role	Standard(s) Work Group Support
Christine Benol	Associate Vice President for Institutional Research & Effectiveness	ALO	1,2,5

Tracy Mulvaney	Associate Professor of Educational Leadership	Co-Chair	1,3,4,7
Richard Veit	Associate Dean, School of Humanities and Social Sciences, Professor of Anthropology	Co-Chair	2,3,5,6
Susan Gupta	Associate Provost	At Large Steering Committee Member	3,5
James Pillar	Vice President for Student Life	At Large Steering Committee Member	4,7
Charlene Diana	Vice President and General Counsel	Legal Liaison	2,7
Mary Byrne	Associate Vice President and Controller	At Large Steering Committee Member	2,6
Jonathan Ouellet	Associate Professor of Chemistry and Physics	At Large Steering Committee Member	3,5
Nguyen Pham	Assistant Professor of Marketing & International Business	At Large Steering Committee Member	3,5
Manish Sharma	Director of Assessment	At Large Steering Committee Member	4,5
Douglas Pescatore	Director of Institutional Research and Effectiveness	At Large Steering Committee Member	Supports data needs for all standards
Tara Peters	Associate Vice President of University Marketing and Communications	Communications	2,6
Michael Maiden	Executive Director of University Communications	Communications	2,6
Karyn Cusanelli	Board Trustee	Board Liaison	1,5

### Steering Committee Strategies to Engage and Support Work Groups

The Steering Committee will support the Work Groups by providing the guidance and resources necessary for evaluating and assessing the Commission's Standards and Monmouth University's Institutional Priorities.

Work Group chairs will supply their members with the essential documents they will need to begin their study. These include MSCHE Standards of Accreditation and Requirements for Affiliation (2014), recommendations from the university's previous Self-Study, MSCHE training videos, and Evidence Inventory Institutional Self Evaluation Rubrics.

The Steering Committee will provide the templates and shared digital workspaces the groups will use to organize their analyses and document their evidence and will furnish guidelines to ensure the use of consistent terminology and definitions throughout the document. The Committee will establish the Self-Study timeline and oversee adherence to submission deadlines. The Steering Committee will also have the responsibility of coordinating the efforts of the Work Groups. The Steering Committee has been meeting weekly in the Spring Semester of 2023 both in person and through Zoom. These meetings will serve as opportunities for members to share their group's progress and identify any challenges they are facing.



The Committee will also review each group's chapter drafts and provide feedback. This frequent communication among work group chairs will allow the Steering Committee to identify potential redundancies in reporting and discuss ways to minimize unnecessary duplication of effort. With these efficiencies in mind, the Steering Committee will coordinate the distribution of surveys to students, employees, and other community members so as not to unduly burden these populations.

### Committee and Work Group Responsibility

There will be seven work groups that will inform the Self-Study on each of the seven MSCHE standards and related requirements for affiliation. The institutional mission and priorities will guide the entirety of the self-study process; however, the Work Groups listed below will explicitly address the indicated Institutional Priority:

- Priority #1 Invest in Academic Excellence: Work Groups 3,5
- Priority #2 Enhance the Student Experience: Work Groups 4,5
- Priority #3 Cultivate a Diverse & Inclusive Campus Community: Work Group 1,2

Each Work Group is responsible for reviewing the criteria for its assigned Standard, developing questions that will lead to a comprehensive analysis of the College's mission and institutional priorities vis-à-vis the Standard, and identifying and analyzing the documents needed to carry out its research. Work Groups will implement surveys and interviews, as needed, to collect additional data that are necessary for addressing their research questions. Common areas of research will be identified through the Steering Committee's on-going dialogue, and the work groups involved will develop a plan for addressing these shared lines of inquiry that make optimal use of time and resources. The Work Groups will create a comprehensive report, based on the existing data, that will provide a description of how well the findings support the University's adherence to the Standard, the institutional mission, and the institutional priorities. The report will also include the group's recommendations for improvement. The research questions each Work Group will use to guide its analysis are listed below.

Each working group will have two or more steering committee members as additional members, and one of the Middle States reaccreditation team co-chairs as a steering committee liaison. Tables 6-12 identify the work group by standard including the group membership, lines of inquiry, and the priority addressed.

In addition to the seven working groups, we also plan to have a mock review team comprised of current MSCHE reviewers and an editorial team comprised of individuals with expertise in this area.

### Work Group Membership

Work group membership and selection occurred over a two-month process. MSCHE Co-chairs presented the MCHE roll-out to each constituency group including students, staff, and faculty around the campus. At the end of the presentation, constituents were asked to consider

themselves or others for inclusion on a work group. A survey link was provided during the presentation, then again emailed to all campus stakeholders to nominate themselves or others for a work group.

The survey data was then downloaded into a spreadsheet. The steering committee met three times to review and place work group members. The committee membership list was then shared with the provost in a meeting with the ALO and co-chairs. Once the Provost suggested improvements, the committee membership was updated, and then shared again with both the steering committees and Provost for final approval. The goal was to include a broad representative membership that included a mixture of Monmouth University roles in each group to inform the writing and evidence collection. The steering committee believes that goal has been achieved with this preliminary outcome.

Tables 6-14 provided the Standard Committee mission and goals, aligned priority, lines of inquiry, and the committee membership by name, affiliation and role.

Table 6  
*Preliminary Standard 1 Work Group*

<i>Standard 1 Mission and Goals (Priority 3)</i>		
Lines of Inquiry		
<ol style="list-style-type: none"> <li>1. How does Monmouth University ensure a collaborative process in the creation of the mission, vision and strategic plan with goals that are realistic, appropriate to higher education and consistent?</li> <li>2. How does the mission of Monmouth University define its purpose and the students it serves?</li> <li>3. In what ways does the institution's mission align with the themes/goals of the strategic plan?</li> <li>4. How does the institution demonstrate prioritization of resource allocation to meet its mission?</li> <li>5. Where is the Monmouth Mission publicized and how does the university ensure it is woven into the institutional vernacular by all stakeholders?</li> <li>6. What was the process of the Board of Trustees in approving the mission and strategic plan, and how do they support it?</li> <li>7. How does Monmouth University periodically the effectiveness of the mission and strategic plan themes?</li> </ol>		
Committee Membership	Title/Affiliation	Role
J. P. Hanley	Chair, Department of English, School of Humanities and Social Sciences	Co-chair
Leah Lazzaro	Assistant Dean, School of Social Work	Co-Chair
Amy Arlequin	Deputy Title IX Coordinator and Clery Compliance Officer	Member
Doug Collier	Director of Professional Outreach and Engagement, Department of Criminal Justice, School of Humanities and Social Sciences	Member
Catherine Duckett	Associate Dean, School of Science	Member

Christa Hogan	Lecturer, BSW Program Director, School of Social Work	Member
Saliba Sarsar	Professor, Department of Political Science, School of Humanities and Social Sciences	Member
Danielle Schrama	Director of Academic Advising	Member
Jennifer Shamrock	Lecturer, Department of Communication, School of Humanities and Social Sciences	Member
Patrick Walden	Associate Prof. And Chair, Speech Language Pathology, School of Education	Member
Student Member	To be assigned	Member

Table 7

*Preliminary Standard 2 Work Group*

<i>Standard 2 Ethics and Integrity (Priority #3)</i>		
<p style="text-align: center;">Lines of Inquiry</p> <ol style="list-style-type: none"> <li>1. How does Monmouth University ensure that all policies and procedures are fair and impartial?</li> <li>2. In what ways does Monmouth University demonstrate a commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights?</li> <li>3. Who has oversight to ensure honesty and truthfulness in all publications and communications, in all formats, for both internal and external communities, and what process is used to verify the integrity of all documents?</li> <li>4. How are disclosures of information related to affordability, accessibility, funding options and measures of student success provided to Monmouth University potential and current students?</li> <li>5. What is the process to continuously measure campus climate to ensure that it fosters respect among all constituents, providing a welcoming, inclusive and supportive experience for all?</li> <li>6. What processes are in place to ensure Monmouth University is in compliance with all federal, state and Commission policy and regulations?</li> <li>7. How does Monmouth University periodically assess the effectiveness of all policies and procedures and the manner in which they are implemented?</li> <li>8. What procedures are in place to promote affordability and accessibility and provide financial aid information to assist students to become informed decision makers about incurring debts.</li> <li>9. What strategies does Monmouth University employ to avoid conflict of interest in all activities among its constituents?</li> </ol>		
Committee Membership	Title/Affiliation	Role
Shannon Killeen	Associate VP for Student Life, Dean of Student	Co-chair
Joelle Zabotka	Associate Professor of Social Work, School of Social Work	Co-Chair
Nina Anderson	Director of the Office of Equity and Diversity	Member
Kelsey Ellis	Compliance and Academic Coordinator, Athletics	Member
Angela Geiser	Assistant Registrar, Academic Affairs	Member

Liz Gensemer	Associate Director of Undergraduate Admissions	Member
Nicky Kelly	MBA Program Director, Leon Hess School of Business	Member
Rose Knapp	Associate Professor of Nursing, Chair of Faculty Council	Member
Jennifer McGovern	Associate Professor of Sociology, Department of Political Science and Sociology, School of Humanities and Social Sciences	Member
Lorna Schmidt	Director of Advising, Communication Department	Member
Kathy Stein	Director of Employee Benefits, Human Resources, School of Humanities and Social Sciences	Member
Student Member	To be assigned	Member

Table 8  
*Preliminary Standard 3 Work Group*

<i>Standard 3 Design and Delivery of the Student Learning Experience (Priority #1)</i>		
<p style="text-align: center;">Lines of Inquiry</p> <ol style="list-style-type: none"> <li>1. How does Monmouth University provide a rigorous, coherent student learning experience appropriate to the credential levels offered and provide appropriate learning opportunities and resources to support students' academic progress?</li> <li>2. In what ways does Monmouth University ensure that the student learning experiences are designed, delivered and assessed appropriately by credentialed professionals and are sufficient in number, who are both effective and rigorous in their teaching?</li> <li>3. What systems are in place to ensure programs are of appropriate length and rigor, are appropriately described to stakeholders, and have outcomes that inform students of clear program requirements that guide students to a timely completion.</li> <li>4. How does the institution regularly engage faculty and other appropriate professionals in a fair review, and further provide them with resources for support and professional growth and innovation?</li> <li>5. What procedures are in place to ensure that the general education curriculum is sufficient in scope and addresses the identified disciplines?</li> <li>6. What are the strategies Monmouth University employs to provide opportunities to graduate students in research, scholarship and critical thinking?</li> <li>7. How does Monmouth University review and approve learning opportunities designed, delivered or assessed by third-party vendors?</li> <li>8. How does Monmouth University conduct systemic periodic assessment of the effectiveness of student learning opportunities?</li> </ol>		
Committee Membership	Title/Affiliation	Role

John Patro	Associate Professor and Chair, Department of Occupational Therapy, School of Nursing and Health Studies	Co-chair
Jennifer Brill	Director of CETL and Online Instruction	Co-Chair
Stephen Chapman	Associate Professor, Department of Political Science, School of Humanities and Social Sciences	Member
Deborah Cotler	Department of Instructional Support and Training, Department of Information Support	Member
Patrick Love	Assistant Professor, Department of English, School of Humanities and Social Sciences	Member
KC Lubniewski	Associate Professor of Special Education, Department of Special Education, School of Education	Member
MyKellann Maloney	Director of Global Education	Member
Colleen Manzetti	Associate Professor, School of Nursing and Health Studies	Member
Sanjana Ragudaran	Assistant Professor, School of Social Work	Member
Anna Sadovnikova	Assistant Professor, Department of Marketing and International Business, School of Business	Member
Student Member	To be assigned	Member

Table 9  
*Preliminary Standard 4 Work Group*

<i>Standard IV Support of the Student Experience (Priority #2)</i>
Lines of Inquiry
<ol style="list-style-type: none"> <li>1. What are the clearly stated ethical policies, processes and programs to admit, retain and facilitate the success of all students?</li> <li>2. What processes are in place to enhance the successful achievement of students' educational goals?</li> <li>3. How does Monmouth University ensure there are sufficient qualified professionals to provide effective support systems?</li> <li>4. How is comprehensive information regarding financial aid, scholarships, loans, repayment and refunds shared with students?</li> <li>5. Where is information published regarding student achievement, including outcomes measures?</li> <li>6. What are the policies and procedures for the safe and secure maintenance and appropriate release of student information and records?</li> <li>7. What is the process for adequate and appropriate review and approval of student support services, designed, delivered or assessed by third-party vendors.</li> <li>8. What is the policy or procedure articulated used to ensure student identify verification in distance education courses.</li> </ol>

9. How does Monmouth University ensure athletics, student life, and other extracurricular activities are regulated by the same principles and procedures that govern all programs.		
Committee Membership	Title/Affiliation	Role
Bea Rogers	Director of Supplemental Instruction, Retention, and General Education Assessment	Co-chair
Kathy Lionetti	Associate Professor of Biology, School of Science	Co-Chair
Tom Bieber	Associate Athletics Director for Academic Support	Member
Staci Drewson	Associate Professor of Physical Education, School of Nursing and Health Studies	Member
Eric Kaighn	Clinical Counselor, Counseling and Prevention Services	Member
Nicole Lowden	Associate Director of Student Engagement for Transitions and Leadership	Member
Xochil Ramirez	Coordinator of Student Support and Veterans Services	Member
Michelle Resnick	Director of Disability Services for Students	Member
Gloria Schopf	Registrar, Academic Affairs	Member
Hettie Williams	Associate Professor of History, Department of History and Anthropology, School of Humanities and Social Sciences	Member
Student Member	To be assigned	Member

Table 10  
*Preliminary Standard 5 Work Group*

<i>Standard 5 Educational Effectiveness Assessment (Priority #1 &amp; 2)</i>
<p style="text-align: center;">Lines of Inquiry</p> <ol style="list-style-type: none"> <li>1. What are Monmouth University's clearly stated institutional program-level goals which are aligned with each other and with the institution's mission?</li> <li>2. What is Monmouth's organized and systemic assessment system, conducted by faculty and/or appropriate professionals, that evaluates the extent of student achievement of institutional and program goals?</li> <li>3. What is Monmouth's organized and systemic assessment system, conducted by faculty and/or appropriate professionals, that evaluates the extent of student achievement of the general education curriculum?</li> <li>4. How does Monmouth University ensure sufficient support is provided to sustain the assessment of student achievement and to communicate the results of assessments to stakeholders.</li> <li>5. How does Monmouth University further "close the loop" by using assessment data to inform improvements that lead to educational effectiveness?</li> <li>6. How are all assessment targets and plans delivered by third-party providers designed, delivered and assessed?</li> <li>7. What is the process for periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness.</li> </ol>

Committee Membership	Title/Affiliation	Role
Luis Mora Ballesteros	Lecturer of Spanish and Literatures of Latin America and the Caribbean, Department of World Languages and Cultures, School of Humanities and Social Sciences	Co-chair
Shannon N. Clifford	Associate Dean, School of Nursing and Health Studies	Co-Chair
Tjeerd Boonman	Specialist Professor, Department of Economics, Finance, and Real Estate	Member
Stephen Chapman	Associate Professor of Political Science	Member
Carolyn Chirichello	Assistant Director and Learning Disability Specialist	Member
Jason Fitzgerald	Assistant Professor of Curriculum and Instruction, School of Education	Member
Geoff Fouad	Associate Professor of Geography, School of Humanities and Social Sciences	Member
Andrew Geison	Associate Head Coach, Men's Lacrosse	Member
Janeth Merkle	Assistant Dean, School of Business	Member
Mikhail Sher	Assistant Professor, Department of Management and Leadership, School of Business	Member
Kara Teehan	Specialist Professor, Department of Mathematics, School of Science	Member
Tsana Tsongesayi	Professor and Chair, Department of Chemistry, School of Science	Member
Student Member	To be assigned	Member

Table 11  
*Preliminary Standard 6 Work Group*

<i>Standard 6 Planning, Resources, and Institutional Improvement</i>
<p>Lines of Inquiry</p> <ol style="list-style-type: none"> <li>1. How does Monmouth plan for and allocate resources based on its mission and the use of assessment data from institutional and program/unit goal achievement?</li> <li>2. What are the documented planning and improvement processes that provide for constituent participation, and how is it communicated?</li> <li>3. How does Monmouth utilize comprehensive long-range financial planning and budget processes that are aligned with mission, goals and objectives and are evidence-based?</li> <li>4. In what ways does Monmouth provide adequate fiscal and human resources, including physical and technical infrastructure, to support operations?</li> <li>5. What is the process used at Monmouth that clearly defines decision-making processes, with clear assignment of responsibility and accountability.</li> </ol>



6. How does Monmouth University link budget development to enrollment management and demonstrate capacity to support enrollment increases while providing strategies to address a decline in enrollment? 7. How does Monmouth university plan for facilities, infrastructure and technology that include consideration of sustainability and deferred maintenance? 8. What is the system of annual auditing at Monmouth? 9. What is the system of assessment of the adequacy and efficient utilization of institutional resources required to support Monmouth's mission and goals? 10. How does Monmouth provide sufficient resources to improve student achievement measures? 11. How does Monmouth describe the development and implementation of organized and systematic assessment of non- academic units, institutional effectiveness, and all financial operations at the University?		
Committee Membership	Title/Affiliation	Role
Joe Pingitore	Associate Vice President for Finance and Budget	Co-chair
Minna Yu	Professor, Department of Accounting, School of Humanities and Social Sciences	Co-chair
Jeff Cook	Lecturer, Director Pep Band	Member
Nicole Frame	Director of Conference Services	Member
Laura Giacobbe	Specialist Librarian	Member
David Golland	Dean, School of Humanities and Social Sciences	Member
Vaune Peck	Director, Center for the Arts	Member
Alex Romagnoli	Acting Assistant Dean, School of Education	Member
Mike Walsh	Director of Enterprise Application, Information Systems	Member
Michael Wunsch	Director of Compliance, Facilities	Member
Student Member	To be assigned	Member

Table 12  
*Preliminary Standard 7 Work Group*

<i>Standard 7 Governance, Leadership, and Administration</i>
<i>Lines of Inquiry</i> 1. What clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision-making by each constituency is employed by Monmouth? 2. What is the legally constituted governing body at Monmouth that has sufficient independence and expertise and is responsible and accountable for the academic quality, planning and fiscal well-being of the institution. 3. How does Monmouth's governing body provide oversight at the policy level and are informed in all its operations by principles of good practice in board governance. 4. What are the establishment and implementation of written conflict of interest policies at Monmouth? 5. What are the governing board processes that appoint and regularly evaluate the Chief Executive Officer.



6. How does Monmouth University assure the Chief Executive Officer has appropriate credentials, professional experience, authority and autonomy required to fulfill the responsibilities of the position. 7. How does Monmouth University assure the hiring and evaluation of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively. 8. What is Monmouth University's clearly documented administrative structure with members who possess the skills, time, assistance, technology and expertise to perform their duties? 9. In what ways do Monmouth administration regularly engage with faculty and students to advance the institution's goals and objectives. 10. What are the systematic procedures used by Monmouth for evaluating administrative units, governance, and leadership, and for using assessment data to enhance operations.		
Committee Membership	Title/Affiliation	Role
Kenneth Womack	Professor of English and Popular Music, Departments of English and Music and Theater	Co-chair
John Sonn	Associate Vice President for Information Management	Co-Chair
Claire Alasio	Associate Vice President for Enrollment Management	Member
Chris DeRosa	Chair, Department of History and Anthropology, School of Humanities and Social Sciences	Member
William George	Assistant Professor of Educational Leadership, School of Education	Member
Emily Miller Gonzalez	President's Chief of Staff	Member
Shannon Hartmann	Assistant to the Dean, School of Business	Member
Robin Mama	Professor of Social Work	Member
John Tiedemann	Assistant Dean, School of Science	Member
Melissa Ziobro	Specialist Professor of Public History, School of Humanities and Social Sciences	Member
Student Member	To be assigned	Member

### Self-Study Quality Assurance Committee

In addition to the seven working committees, we have created a quality assurance committee that will function as an extra layer of review. The committee is made up of Monmouth Professionals across the campus with a deep knowledge and historical background of the institution. This committee will be charged with regular review of drafts of the self-study and mock site reviewers. Committees are former and current administrators, faculty, staff and employees. There are three members that are current MSCHE site reviewers.

Name	Title/Affiliation
Ed Christensen	Vice President for Information Management/ MSCHE Site Reviewer
Catherine Duckett	Associate Dean, School of Science/ MSCHE Site Reviewer

Tracy Mulvaney	Associate Professor Educational Leadership/MSCHE co-chair/MSCHE Site reviewer
Tony MacDonald	Director, Urban Coast Institute
Nicole Lowden	Associate Director of Student Engagement for Leadership
Vincent Sasso	Adjunct Professor, School of Education
David Schenk	Assistant Director of Residential Life
Marguerite Stocker	Manager, Monmouth University Store
Marina Vujnovic	Professor, Department of Communication, School of Humanities and Social Sciences
Kathryn Vellios	Bursar
Diane Eitel Wortman	Assistant to the Director of Compliance

## Working Group Charges

- The working group will meet at least once monthly, beginning in September 2023, to complete the requirements of its charge.
- Each working group will keep minutes of all meetings, and these will be stored on the Microsoft Teams site under the individual standards.
- The membership of each group will read and develop familiarity with the Middle States Requirements of Affiliation and Standards for Accreditation, 13<sup>th</sup> edition.
- Work groups will gather and organize evidence through an investigative process by January 2024.
- Each work group will submit an outline to the steering committee by January 31, 2024.
- The first draft report will be submitted by each committee to the steering committee by May 30, 2024. The report will focus on how well the institution is meeting the expectations defined by the Standard for Accreditation and Requirement(s) of Affiliation assigned to the working group and how well our operations align with our strategic directions and priorities. The report should include analysis of the institution's strengths and weaknesses as well as its challenges and opportunities in regard to the Standard, Requirement(s), and components of the Strategic Plan in question. The report should also include no more than three recommendations that the working group would like to make on areas for improvement identified during this process.
- The work groups will revise the document after stakeholder feedback and resubmit by September 30, 2024
- Continue to review and revise the document through the subsequent iterations.
- Attending site visit meetings that are relevant.

## Guidelines for reporting

Monmouth University will organize the interim and final self-study reports using the same headings and sub-headings listed below. A template will be created for both the self-study reports and the inquiry plans by the steering committee. Tentative due dates are included in this document under the heading timeline. Once these dates are approved, they will be included in the final draft of this SSD document. Finally, templates for work group agendas and minutes will be provided in the final draft of this document to help each work group maintain consistency.

## Organization of the Final Self-Study Report

### Self-Study Report Outline

The final self-study will be organized in the following manner:

#### **1. Executive Summary**

A brief description of major findings and opportunities for improvement and innovation identified in the Self-study.

#### **2. Introduction**

The introduction includes contextual information about the university. It will then detail the self-study organization and process. Significant changes and challenges will be shared. Finally, a description of how the institution is moving its mission forward will lead to the Standards for Accreditation and Requirements for Affiliation.

#### **3. Standards of Accreditation and Requirements for Affiliation (Seven Chapters by Standard)**

A separate chapter for each MSCHE Standard and the related Requirements of Affiliation, which will include:

- A heading indicating the Standard under consideration
- Overview of the lines of inquiry used to direct the research
- Analysis and findings
- Cross-references to relevant materials in other parts of the report and within the Evidence Inventory
- Conclusion, including strengths and challenges, with references to appropriate criteria
- Recommendations for ongoing institutional improvement and innovation

#### **4. Conclusion**

A summary of the major conclusions reached and self-identified opportunities for institutional improvement and innovation. Initial plans to address the opportunities for improvement will be identified. Finally, the report will conclude with observations on

how the self-study process is being used to move the University's mission and goals forward with a specific focus on improving student achievement.

### Guidelines for Self-Study Narrative

Each working group will be responsible for submitting a report, of approximately 15 single-spaced pages, to the steering committee on the date indicated in the timeline. Each report must be formatted using the following editorial guidelines:

- Each report will be written and saved in Microsoft Word with embedded tables.
- Use single-spaced, 12-point Times New Roman font
- Text should be left-justified
- Margins: 1.0" top, .75" left, right, bottom
- Citations are to be embedded as endnotes
- A list of references cited must follow the text
- Headings will use only two levels: Main Heading, Sub-Heading
- Main headings in bold, in title case, with 14-point Times New Roman font, left justified
- Sub-headings in italics, in title case, with 12-point Times New Roman font, left justified
- Page numbers to appear in bottom center; no other header or footer should be used

### Strategy for Verification of Compliance with Applicable Federal Regulatory Requirements

The Associate Vice President for Institutional Research & Effectiveness, who is the University ALO and a member of our Middle States Leadership Team and Steering Committee, will coordinate the completion of the Verification of Compliance with Accreditation-Relevant Federal Regulations. Based on the current compliance areas, the campus areas that will be consulted in this process will include: Division of Finance, Division of Student Life, Division of Enrollment Management, General Counsel, Institutional Research & Effectiveness, and the Office of the Registrar. The Standard II Ethics and Integrity Working Group will also be consulted. Communication related to this process will be posted on the MSCHE Standards Teams site and reported directed to the working groups, as appropriate.

### Timeline

Monmouth University has drafted a timeline (Table 13) to ensure all benchmark tasks are accomplished within the time frame identified.

Table 13  
*Monmouth University MSCHE Draft Timeline*

DATE	Milestone
September 2022	Provost selects MU MSCHE Steering Committee

<b>October-November 2022</b>	Steering Committee Attends the Self-Study Institute
<b>December 2022</b>	MU Team attends national MSCHE Conference
<b>January 2023</b>	Communication Plan/website Development to be shared with Steering Community
<b>November 2022- January 2023</b>	Co-chairs and SC develop the Self Study Design Plan
<b>January 2023</b>	Select Work Group Chairs
<b>February 2023</b>	Submit the Self Study Design Plan to Liaison for Feedback Select Work Group Committees Charge Work Group Committees
<b>March-April 2023</b>	ROLL OUT Middle States to Stakeholder Groups and Community. Monmouth Middle STATES KICK OFF Event(s)
<b>April 2023</b>	MSCHE Liaison site visit (1)
<b>July 2023</b>	Submit revised and final Self-Study Design
<b>August 2023- January 2024</b>	Work Groups gather and organize evidence through thorough investigation (stakeholder input, data, evidence)
<b>January 31, 2024</b>	Work Groups submit outlines to the Steering Committee
<b>March 2024</b>	Site Team Lead Selected (When will they visit)
<b>May 2024</b>	Work Groups submit drafts (1) to the Steering Committee to share with stakeholders Stakeholders review draft for feedback
<b>June 2024</b>	Work Groups revise drafts (1)
<b>July 2024</b>	Steering Committee Reviews drafts (1) with feedback and edits
<b>August 2024</b>	Editing by Writing Faculty or Professionally
<b>September 2024</b>	Review and Revise based on edits (2)
<b>October 2024</b>	Submit to MSCHE Lead for feedback
<b>November 2024</b>	Review and Revise (3)
<b>December 2024</b>	Site Team is identified, reviewed and confirmed
<b>January 2025</b>	Final Edits and Publication (framing)
<b>Early February 2025</b>	Board of Trustees Review
<b>Late February 2025</b>	Stakeholder Communication of Self Study (Town Halls, Constituency Meetings)
<b>February 28, 2025</b>	SUBMIT FINAL Self Study
<b>February-April 2025</b>	Prepare for Site Visit
<b>April 2025</b>	Site Visit
<b>July 2025</b>	Commission notifies the President of findings

## Communication Plan

The Monmouth University MSCHE Communication Plan (Table 14) is directly aligned with the accreditation timeline. The timing, purpose, communication methods and intended audiences

provide a clear and accurate representation of the plan to communicate all key benchmarks throughout the MSCHE process.

Table 14

*Monmouth University Communication Plan*

Timing	Purpose of Communication	Communication Methods	Audience(s)
<b>September 2022</b>	Provost selects MU MSCHE Steering Committee	Email, Website, Zoom	University Community
<b>January 2023</b>	Communication Plan/Website Development to be shared with Steering Committee	Zoom meeting	Steering Committee
<b>January 25, 2023</b>	President announces the University has begun its MSCHE reaffirmation of the accreditation process.	Zoom Meeting	University Employees
<b>February 2023</b>	Submit the Self Study Design Plan to Liaison for Feedback	Email	ALO
<b>February 14, 2023</b>	Solicit nominations for working committees to guide the process for the MSCHE reaffirmation	Email	University
<b>February - March 2023</b>	ROLL OUT Middle States to Stakeholder Groups and Community. Monmouth Middle STATES KICK OFF Event(s)	In-person and Zoom meetings	University Community
<b>February 2023-July 2025</b>	Ongoing updates (Minimum 1X/semester)	Website, President's Podcast, <i>Monmouth Now</i> , E-mail BOT meetings, Alumni Board Meetings, SGA Meetings	University Community, BOT, Alumni, Public
<b>April 20, 2023</b>	Charge Work Group Committees	MSCHE Roll Out Event	Work Group Committee members, Campus Community
<b>April 2023</b>	General Announcement of MSCHE Liaison site visit (1)	Email	University Community
<b>April 2023</b>	MSCHE Liaison site visit (1) Meet with President, Meet with BOT, Open Session for all faculty, staff, and students Review University characteristics for identifying possible Site Team Chair	In-person and Zoom meetings	University Community, ALO
<b>July 2023</b>	Submit revised and final Self-Study Design	Email	Self Study Team
<b>September 2023</b>	Convocation Updates to University Community	In-person, livestream	University Community
<b>January 2024</b>	Convocation Updates to University Community	In-person, livestream	
<b>May 2024</b>	Share Work Group drafts with stakeholders	Email	Stakeholders?
<b>Early February 2025</b>	Board of Trustees Review	In-person and Zoom meetings	Board of Trustees

<b>Late February 2025</b>	Stakeholder Communication of Self Study	Town Halls, In-person and Zoom meetings	University Community
<b>February 28, 2025</b>	SUBMIT FINAL Self Study		
<b>July 2025</b>	Commission notifies the President of findings		President
<b>July-December 2025</b>	Notify Stakeholder Groups of Accreditation Outcomes	Email, BOT meetings, <i>Monmouth Now</i> , Convocation, President's Report, <i>Monmouth Monthly</i> , <i>Monmouth</i> magazine, Podcast Website	University Community, Alumni, BOT, Public

## Evaluation Team Profile

Monmouth University seeks the following experiences and expertise in identifying a team chair to allow for a deeper understanding of institutional operations.

*Team Chair and Members:* Monmouth University seeks a chair who is or has been an executive leader at a mid-sized, independent, comprehensive, co-ed, not-for-profit private institution. Additionally, Monmouth University believes the chair and team members would best understand the institution if they have had experience working in institutions that are:

- Independent, co-ed, mid-sized institution that is dependent upon tuition and fees
- Suburban campus that provides a residential undergraduate experience (campus housing)
- Comprehensive portfolio with graduate and doctoral programs, including professional programs and programs requiring clinical hours
- Undergraduate education is primarily in-person
- Graduate education includes limited online programs, however, does offer online and hybrid course modalities
- Multiple unions, including faculty
- Campus with a strong commitment to the shared governance process
- Campus that has experienced changes in leadership over a relatively brief period of time
- Division I Athletic Program
- Similar budget process

## Peer Institutions

Table 15 identifies Monmouth University's peer institutions. It includes the institution names, notes, the 2018 Carnegie Classification and affiliation.

Table 15  
*Peer Institutions*

Institution Name	Notes	Carnegie Classification 2018	Affiliation
Fairfield University	Cabinet Peer	Master's Colleges & Universities: Larger Programs	Private Religious
Quinnipiac University	Cabinet Peer	Doctoral/Professional Universities	Private Independent
Sacred Heart University	Cabinet Peer	Doctoral/Professional Universities	Private Independent
Jacksonville University	President Access	Master's Colleges & Universities: Larger Programs	Private Independent
Stetson University	President Access	Master's Colleges & Universities: Larger Programs	Private Independent
Mercer University	President Access	Doctoral Universities: High Research Activity	Private Independent
Bradley University	President Access	Master's Colleges & Universities: Larger Programs	Private Independent
Robert Morris University PA	Cabinet Peer	Doctoral/Professional Universities	Private Independent
Butler University	Cabinet Peer	Master's Colleges & Universities: Larger Programs	Private Independent
Valparaiso University	Cabinet Peer	Doctoral/Professional Universities	Private Religious
Drake University	President Access	Doctoral/Professional Universities	Private Independent
Campbellsville University	President Access	Master's Colleges & Universities: Larger Programs	Private Religious
Fairleigh Dickinson University	Cabinet Peer	Master's Colleges & Universities: Larger Programs	Private Independent
Rider University	Cabinet Peer	Master's Colleges & Universities: Larger Programs	Private Independent
Seton Hall University	Cabinet Peer	Doctoral Universities: High Research Activity	Private Religious
Canisius College	Cabinet Peer	Master's Colleges & Universities: Larger Programs	Private Religious



Manhattan College	Cabinet Peer	Master's Colleges & Universities: Larger Programs	Private Independent
Marist College	Cabinet Peer	Master's Colleges & Universities: Larger Programs	Private Independent
Wagner College	Cabinet Peer	Master's Colleges & Universities: Medium Programs	Private Independent
Elon University	Cabinet Peer	Doctoral/Professional Universities	Private Independent
Gardner-Webb University	President Access	Doctoral/Professional Universities	Private Religious
Gannon University	Cabinet Peer	Doctoral/Professional Universities	Private Religious
La Salle University	Cabinet Peer	Master's Colleges & Universities: Larger Programs	Private Religious
Widener University	Cabinet Peer	Doctoral/Professional Universities	Private Independent
Saint Joseph's University	Cabinet Peer	Master's Colleges & Universities: Larger Programs	Private Religious
Wilkes University	President Access	Doctoral/Professional Universities	Private Independent
Bryant University	Cabinet Peer	Master's Colleges & Universities: Medium Programs	Private Independent
University of Scranton	Cabinet Peer	Master's Colleges & Universities: Larger Programs	Private Religious
Drexel University	President Access	Doctoral Universities: Very High Research Activity	Private Independent

## Evidence Inventory Strategy

### Evidence Management Strategies (Collection, Naming, and Storage)

Each work group committee has access to the Microsoft Teams site. Figures 1-5 in the *Sample Standard One Handbook* (Attachment 15) provide screenshots that will be helpful to committee members when working on their evidence collection. Each Standard has the following folders in their site: Meetings\_and\_Agendas, Evidence, Final\_document\_to\_steering\_committee, Reports. In addition, there is a word document that explains the file structure.

### ***Collection of Evidence:***

All Evidence will be collected, named and uploaded into the “evidence” folder of the designated standard in the Teams site.

### ***Naming Convention for all Files***

All evidence will be gathered and uploaded into the evidence file for each standard and will be named accordingly:

**Sample File: S1\_C2a\_Namethedocument\_ver\_**

KEY

S1: Standard 1

C2a: Criteria 2, evidence a (indicating the first evidence you are selecting for that standard/criteria)

Namethedocument: The commonly used name for the document

Ver: Version if the evidence is one that may change over time (e.g. self-study draft for your standard)

Here is an example of how to name a document: S1\_C1a\_MUStrategicPlan\_ver1. This file is the first file uploaded for standard 1, criterion 1, therefore is labeled “S1\_C1a\_” The common name is the MU Strategic Plan and it’s the one and only version.

The next document added for standard 1 criterion 2 would get the alpha designation b (S1\_C1b\_namethedocument\_ver)

### ***Uploading Files to the Microsoft Teams Site***

Work Group members for each standard have access to their standard through Microsoft Teams. The instructions given to teams are outlined in the handbook provided to each team to guide their work (see Appendix 15 *Standard One Handbook*).

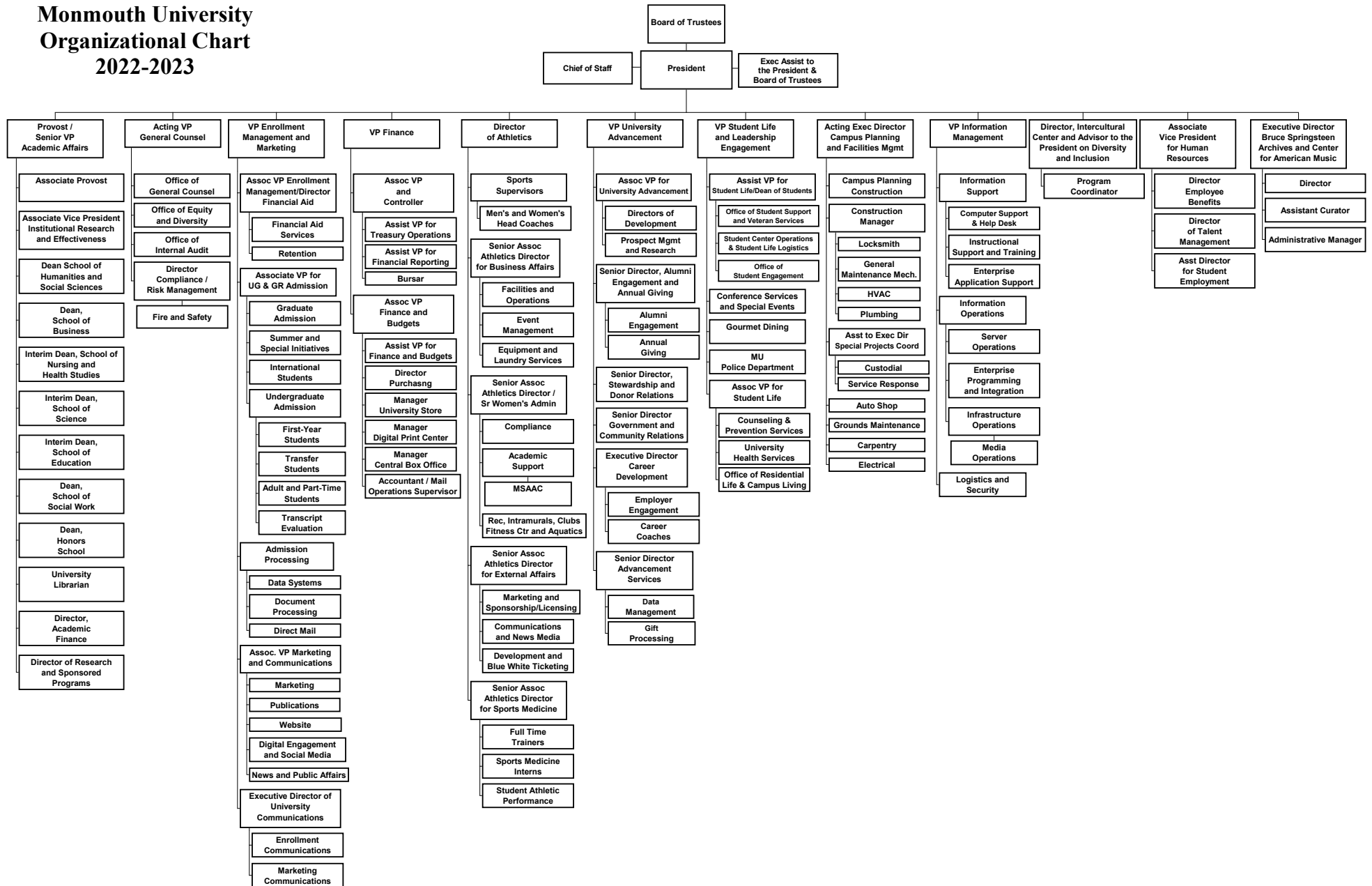
### ***Master Evidence List***

A folder titled; “Master Evidence List” is included on the team's site. This folder will house an excel document that will list all evidence for each standard and criteria. The steering committee liaison and work group evidence coordinator will assist in managing and maintaining evidence for each standard. Each piece of evidence will be cross walked with the standard and criteria.

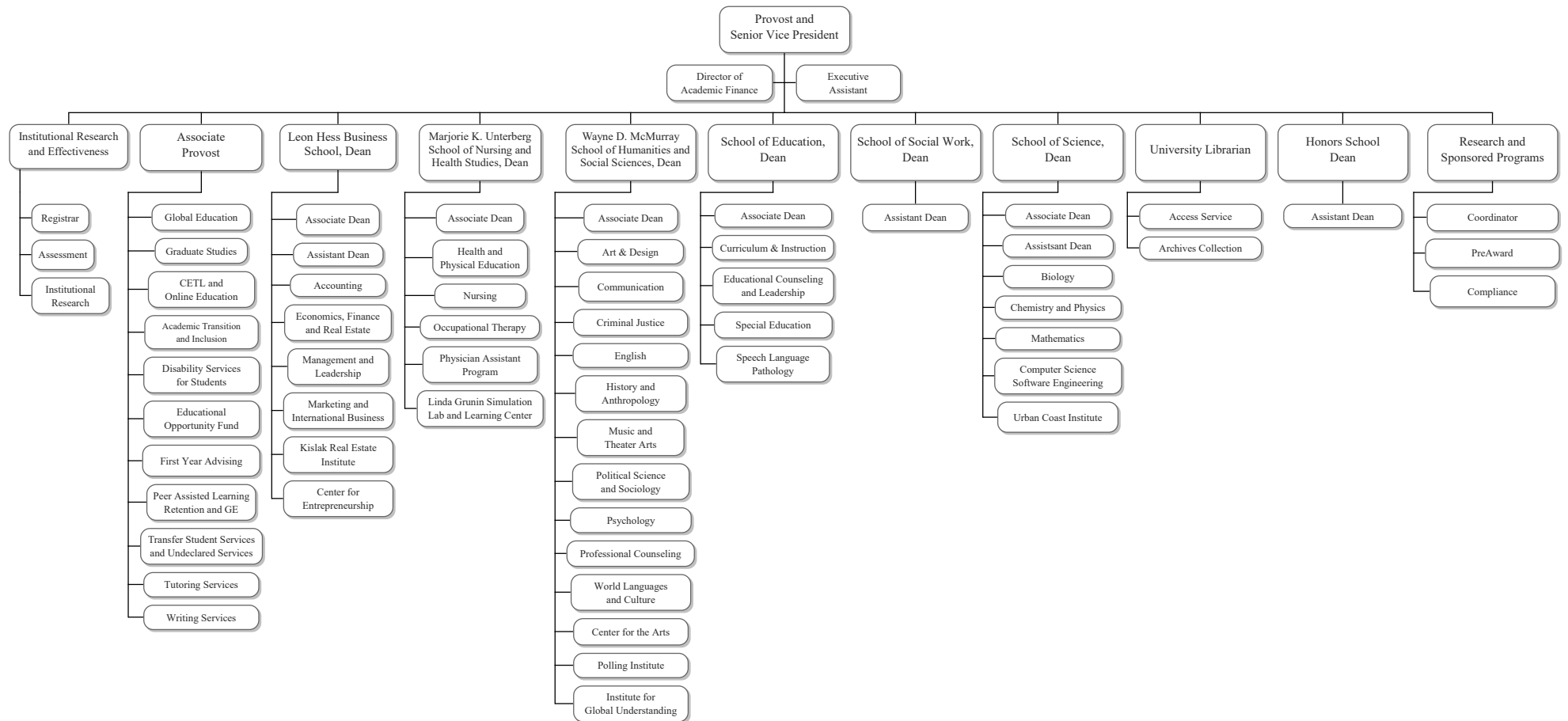
### ***Initial Evidence Collections and Conversations***

A workgroup training was held in June 2023 and was attended by over 70 professionals assigned to the eight workgroups. The co-chairs were charged with organizing the evidence collection work and will have one person designated as the Evidence Coordinator. As the workgroups collect evidence the evidence coordinator will work with the liaison from the steering committee to document the evidence on the master evidence list.

# Monmouth University Organizational Chart 2022-2023



# 2022-2023 Academic Affairs



## Appendix 2

### UNDERGRADUATE FULL-TIME EQUIVALENT ENROLLMENT\*

	FALL 2017			FALL 2018			FALL 2019			FALL 2020			Fall 2021			Fall 2022			FALL '17 -- FALL '22		
	(A) # FT Heads	(B) PT Credits	(C) FTE C= A+ B/15	(A) # FT Heads	(B) PT Credits	(C) FTE C= A+ B/15	(A) # FT Heads	(B) PT Credits	(C) FTE C= A+ B/15	(A) # FT Heads	(B) PT Credits	(C) FTE C= A+ B/15	(A) # FT Heads	(B) PT Credits	(C) FTE C= A+ B/15	(A) # FT Heads	(B) PT Credits	(C) FTE C= A+ B/15	FT Heads % Chng	PT Credits % Chng	FTE % Chng
<b>SCHOOL OF HUMANITIES &amp; SOCIAL SCIENCES</b>																					
Anthropology	49	48.0	52.2	42	12.0	42.8	35	12.0	35.8	33	27.0	34.8	26	24.0	27.6	22	6.0	22.4	-55.1%	-87.5%	-57.1%
Art	32	27.0	33.8	31	12.0	31.8	31	15.0	32.0	21	24.0	22.6	19	30.0	21.0	17	15.0	18.0	-46.9%	-44.4%	-46.7%
Fine Arts	77	58.0	80.9	76	34.0	78.3	66	32.0	68.1	67	45.0	70.0	57	24.0	58.6	59	18.0	60.2	-23.4%	-69.0%	-25.6%
Communication	328	119.0	335.9	338	130.0	346.7	320	94.0	326.3	288	113.0	295.5	265	80.0	270.3	227	75.0	232.0	-30.8%	-37.0%	-30.9%
Criminal Justice	138	74.0	142.9	155	49.0	158.3	167	52.0	170.5	152	60.0	156.0	142	41.0	144.7	133	35.0	135.3	-3.6%	-52.7%	-5.3%
English	200	79.0	205.3	190	30.0	192.0	186	30.0	188.0	171	86.0	176.7	164	66.0	168.4	132	60.0	136.0	-34.0%	-24.1%	-33.7%
Foreign Lang/Spanish	12	36.0	14.4	18	0.0	18.0	16	6.0	16.4	11	0.0	11.0	12	3.0	12.2	10	15.0	11.0	-16.7%	-58.3%	-23.6%
Spanish/Intntl Business	3	0.0	3.0	1	0.0	1.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	-100.0%	0.0%	-100.0%
History	80	62.0	84.1	85	18.0	86.2	74	6.0	74.4	77	27.0	78.8	83	21.0	84.4	60	60.0	64.0	-25.0%	-3.2%	-23.9%
History/Political Science	15	9.0	15.6	10	9.0	10.6	9	7.0	9.5	14	0.0	14.0	9	0.0	9.0	6	0.0	6.0	-60.0%	-100.0%	-61.5%
Homeland Security	107	35.0	109.3	107	34.0	109.3	111	3.0	111.2	113	31.0	115.1	99	44.0	101.9	91	19.0	92.3	-15.0%	-45.7%	-15.6%
Interdisciplinary Studies	29	0.0	29.0	42	0.0	42.0	49	9.0	49.6	64	18.0	65.2	0	0.0	0.0	0	0.0	0.0	-100.0%	-100.0%	-100.0%
Music	113	47.0	116.1	111	20.0	112.3	106	51.0	109.4	89	31.0	91.1	77	50.0	80.3	75	28.0	76.9	-33.6%	-40.4%	-33.8%
Theater	2	0.0	2.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	-100.0%	-100.0%	-100.0%
Political Science	136	3.0	136.2	124	34.0	126.3	122	24.0	123.6	119	37.0	121.5	99	38.0	101.5	88	30.0	90.0	-35.3%	900.0%	-33.9%
Psychology	260	39.0	262.6	243	72.0	247.8	232	18.0	233.2	218	103.0	224.9	220	55.0	223.7	255	53.0	258.5	-1.9%	35.9%	-1.5%
Sociology	17	15.0	18.0	18	3.0	18.2	20	0.0	20.0	30	6.0	30.4	21	18.0	22.2	17	0.0	17.0	0.0%	-100.0%	-5.6%
<b>SCHOOL TOTAL:</b>	<b>1598</b>	<b>651.0</b>	<b>1641.4</b>	<b>1591</b>	<b>457.0</b>	<b>1621.5</b>	<b>1544</b>	<b>359.0</b>	<b>1567.9</b>	<b>1467</b>	<b>608.0</b>	<b>1507.5</b>	<b>1293</b>	<b>494.0</b>	<b>1325.9</b>	<b>1192</b>	<b>414.0</b>	<b>1219.6</b>	<b>-25.4%</b>	<b>-36.4%</b>	<b>-25.7%</b>
<b>PERCENT OF TOTAL:</b>	<b>32.8%</b>	<b>41.6%</b>	<b>33.0%</b>	<b>33.1%</b>	<b>36.6%</b>	<b>33.1%</b>	<b>35.5%</b>	<b>35.9%</b>	<b>35.5%</b>	<b>32.8%</b>	<b>44.6%</b>	<b>33.0%</b>	<b>30.9%</b>	<b>37.6%</b>	<b>31.0%</b>	<b>30.7%</b>	<b>35.1%</b>	<b>30.8%</b>			

^ Prior to Fall 2021, Interdisciplinary Studies for Elementary Educators was recorded as a double major in Interdisciplinary Studies and Education. As of 2021, majors in these programs are counted only as Education majors.

TABLE E.7 (continued)

UNDERGRADUATE FULL-TIME EQUIVALENT ENROLLMENT\*

	FALL 2017			FALL 2018			FALL 2019			FALL 2020			Fall 2021			Fall 2022			FALL '17 -- FALL '22		
	(A)	(B)	(C)	(A)	(B)	(C)	(A)	(B)	(C)	(A)	(B)	(C)	(A)	(B)	(C)	(A)	(B)	(C)	FT	PT	FTE
	#	PT	FTE	#	PT	FTE	#	PT	FTE	#	PT	FTE	#	PT	FTE	#	PT	FTE	Heads	Creds	C= A+
	FT	Creds	C= A+	FT	Creds	C= A+	FT	Creds	C= A+	FT	Creds	C= A+	FT	Creds	C= A+	FT	Creds	C= A+	Heads	Creds	C= A+
	Heads		B/15	Heads		B/15	Heads		B/15	Heads		B/15	Heads		B/15	Heads		B/15	% Chng	% Chng	% Chng
<b>SCHOOL OF SCIENCE</b>																					
Biology	258	87.0	263.8	253	83.0	258.5	229	82.0	234.5	231	105.0	238.0	189	61.0	193.1	161	79.0	166.3	-37.6%	-9.2%	-37.0%
Marine Environmental Biology & Policy	60	0.0	60.0	69	20.0	70.3	66	9.0	66.6	76	9.0	76.6	82	21.0	83.4	80	21.0	81.4	33.3%	+	35.7%
Chemistry	79	28.0	80.9	80	0.0	80.0	78	30.0	80.0	71	8.0	71.5	61	11.0	61.7	43	12.0	43.8	-45.6%	-57.1%	-45.8%
Clinical Lab Sciences	14	10.0	14.7	10	0.0	10.0	6	0.0	6.0	7	0.0	7.0	9	13.0	9.9	5	6.0	5.4	-64.3%	-40.0%	-63.2%
Computer Science	147	57.0	150.8	153	29.0	154.9	144	25.0	145.7	116	37.0	118.5	105	44.0	107.9	99	61.0	103.1	-32.7%	7.0%	-31.7%
Mathematics	75	15.0	76.0	79	25.0	80.7	60	15.0	61.0	72	9.0	72.6	60	37.0	62.5	46	0.0	46.0	-38.7%	-100.0%	-39.5%
Medical Lab. Science	11	7.0	11.5	13	0.0	13.0	12	0.0	12.0	14	11.0	14.7	9	16.0	10.1	8	7.0	8.5	-27.3%	0.0%	-26.2%
Software Engineering	50	6.0	50.4	42	0.0	42.0	34	0.0	34.0	42	0.0	42.0	31	22.0	32.5	32	11.0	32.7	-36.0%	83.3%	-35.1%
<b>SCHOOL TOTAL:</b>	694	210.0	708.0	699	157.0	709.5	629	161.0	639.7	629	179.0	640.9	546	225.0	561.0	474	197.0	487.1	-31.7%	-6.2%	-31.2%
<b>PERCENT OF TOTAL:</b>	14.2%	13.4%	14.2%	14.5%	12.6%	14.5%	14.5%	16.1%	14.5%	14.0%	13.1%	14.0%	13.0%	17.1%	13.1%	12.2%	16.7%	12.3%			
<b>SCHOOL OF SOCIAL WORK</b>																					
Social Work	146	12.0	146.8	137	60.0	141.0	127	63.0	131.2	129	71.0	133.7	123	39.0	125.6	116	12.0	116.8	-20.5%	0.0%	-20.4%
<b>SCHOOL TOTAL:</b>	146	12.0	146.8	137	60.0	141.0	127	63.0	131.2	129	71.0	133.7	123	39.0	125.6	116	12.0	116.8	-20.5%	0.0%	-20.4%
<b>PERCENT OF TOTAL:</b>	3.0%	0.8%	2.9%	2.8%	4.8%	2.9%	2.9%	6.3%	3.0%	2.9%	5.2%	2.9%	2.9%	3.0%	2.9%	3.0%	1.0%	2.9%			
<b>SCHOOL OF EDUCATION</b>																					
Education	304	142.0	313.5	295	36.0	297.4	274	42.0	276.8	315	84.0	320.6	262	123.0	270.2	211	108.0	218.2	-30.6%	-23.9%	-30.4%
Special Education	23	36.0	25.4	20	0.0	20.0	19	0.0	19.0	18	9.0	18.6	53	0.0	53.0	89	18.0	90.2	287.0%	-50.0%	255.1%
<b>SCHOOL TOTAL:</b>	327	178.0	338.9	315	36.0	317.4	293	42.0	295.8	333	93.0	339.2	315	123.0	323.2	300	126.0	308.4	-8.3%	-29.2%	-9.0%
<b>PERCENT OF TOTAL:</b>	6.7%	11.4%	6.8%	6.5%	2.9%	6.5%	6.7%	4.2%	6.7%	7.4%	6.8%	7.4%	7.5%	9.4%	7.6%	7.7%	10.7%	7.8%			

TABLE E. 7 (continued)

## UNDERGRADUATE FULL-TIME EQUIVALENT ENROLLMENT\*

	FALL 2017			FALL 2018			FALL 2019			FALL 2020			Fall 2021			Fall 2022			FALL '17 -- FALL '22		
	(A) # FT Heads	(B) PT Credits	(C) FTE C= A+ B/15	(A) # FT Heads	(B) PT Credits	(C) FTE C= A+ B/15	(A) # FT Heads	(B) PT Credits	(C) FTE C= A+ B/15	(A) # FT Heads	(B) PT Credits	(C) FTE C= A+ B/15	(A) # FT Heads	(B) PT Credits	(C) FTE C= A+ B/15	(A) # FT Heads	(B) PT Credits	(C) FTE C= A+ B/15	FT Heads	PT Credits	FTE % Chng
<b>SCHOOL OF BUSINESS ADMINISTRATION</b>																					
<b>Business</b>	1213	231.0	1228.4	1226	222.0	1240.8	1238	226.0	1253.1	1156	251.0	1172.7	1059	243.5	1075.2	995	222.0	1009.8	-18.0%	-3.9%	-17.8%
<b>SCHOOL TOTAL:</b>	1213	231.0	1228.4	1226	222.0	1240.8	1238	226.0	1253.1	1156	251.0	1172.7	1059	243.5	1075.2	995	222.0	1009.8	-18.0%	-3.9%	-17.8%
<b>PERCENT OF TOTAL:</b>	24.9%	14.8%	24.7%	25.5%	17.8%	25.4%	28.5%	22.6%	28.4%	25.8%	18.4%	25.7%	25.3%	18.5%	25.2%	25.6%	18.8%	25.5%			
<b>SCHOOL OF NURSING &amp; HEALTH STUDIES</b>																					
<b>Nursing</b>	105	22.0	106.5	111	18.0	112.2	110	9.0	110.6	141	10.0	141.7	165	12.0	165.8	190	9.0	190.6	81.0%	-59.1%	79.0%
<b>Health Studies</b>	355	57.0	358.8	337	76.0	342.1	41	7.0	41.5	292	28.0	293.9	362	43.0	364.9	368	79.0	373.3	3.7%	38.6%	4.0%
<b>Health Studies/Phys. Ed.</b>	99	82.0	104.5	94	68.0	98.5	90	27.0	91.8	103	41.0	105.7	87	61.0	91.1	91	45.0	94.0	-8.1%	-45.1%	-10.0%
<b>SCHOOL TOTAL:</b>	559	161.0	569.7	542	162.0	552.8	241	43.0	243.9	536	79.0	541.3	614	116.0	621.7	649	133.0	657.9	16.1%	-17.4%	15.5%
<b>PERCENT OF TOTAL:</b>	11.5%	10.3%	11.4%	11.3%	13.0%	11.3%	5.5%	4.3%	5.5%	12.0%	5.8%	11.8%	14.7%	8.8%	14.5%	16.7%	11.3%	16.6%			
<b>OTHER</b>																					
<b>Certificate only</b>																0	6.0	0.4	+	+	
<b>Undeclared</b>	339	32.0	341.1	299	12.0	299.8	272	24.0	273.6	223	24.0	224.6	230	0.0	230.0	152	18.0	153.2	-100.0%	-81.3%	-55.1%
<b>Non-matriculated</b>	1	91.0	7.1	1	141.0	10.4	4	83.0	9.5	4	59.0	7.9	6	74.0	10.9	3	50.0	6.3	200.0%	-45.1%	-10.4%
<b>"OTHER" TOTAL:</b>	340	123.0	348.2	300	153.0	310.2	276	107.0	283.1	227	83.0	232.5	236	74.0	240.9	155	74.0	159.9	-54.4%	-39.8%	-54.1%
<b>PERCENT OF TOTAL:</b>	7.0%	7.9%	7.0%	6.2%	12.3%	6.3%	6.3%	10.7%	6.4%	5.1%	6.1%	5.1%	5.6%	5.6%	5.6%	4.0%	6.3%	4.0%			
<b>GRAND TOTAL:</b>	<b>4877</b>	<b>1566.0</b>	<b>4981.4</b>	<b>4810</b>	<b>1247.0</b>	<b>4893.1</b>	<b>4348</b>	<b>1001.0</b>	<b>4414.7</b>	<b>4477</b>	<b>1364.0</b>	<b>4567.9</b>	<b>4186</b>	<b>1314.5</b>	<b>4273.6</b>	<b>3881</b>	<b>1178.0</b>	<b>3959.5</b>	<b>-20.4%</b>	<b>-24.8%</b>	<b>-20.5%</b>

\* Double Majors are counted twice.

FTE = number of full-time majors + (part-time credits/15)

### Appendix 3

#### UNDERGRADUATE HEADCOUNTS BY MAJOR\*

	Fall 2017			Fall 2018			Fall 2019			Fall 2020			Fall 2021			Fall 2022		
<b>Undergraduate Programs</b>	FT Heads	PT Heads	Total Heads	FT Heads	PT Heads	Total Heads	FT Heads	PT Heads	Total Heads	FT Heads	PT Heads	Total Heads	FT Heads	PT Heads	Total Heads	FT Heads	PT Heads	Total Heads
<b>School of Humanities and Social Sciences</b>																		
Anthropology	49	6	55	42	2	44	35	2	37	33	4	37	26	4	30	22	2	24
Art	32	4	36	31	2	33	31	2	33	21	3	24	19	4	23	17	2	19
Fine Arts	77	8	85	76	5	81	66	4	70	67	5	72	57	3	60	59	2	61
Communication	328	17	345	338	19	357	320	13	333	288	14	302	265	10	275	227	12	239
Criminal Justice	138	9	147	155	7	162	167	8	175	152	8	160	142	6	148	133	5	138
English	200	12	212	190	4	194	186	4	190	171	11	182	164	8	172	132	7	139
Foreign Language/Spanish	12	4	16	18	0	18	16	1	17	11	0	11	12	1	13	10	2	12
Spanish & Internatl Business	3	0	3	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
History	80	9	89	85	4	89	74	2	76	77	4	81	83	4	87	60	7	67
History/Political Science	15	1	16	10	1	11	9	1	10	14	0	14	9	0	9	6	0	6
Homeland Security	107	5	112	107	5	112	111	1	112	113	5	118	99	5	104	91	4	95
Interdisciplinary Studies^	29	0	29	42	0	42	49	1	50	64	2	66	0	0	0	0	0	0
Music	113	7	120	111	3	114	106	7	113	89	5	94	77	7	84	75	4	79
Theater	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Political Science	136	1	137	124	5	129	122	3	125	119	6	125	99	5	104	88	5	93
Psychology	260	5	265	243	8	251	232	3	235	218	12	230	220	8	228	255	6	261
Sociology	17	2	19	18	1	19	20	0	20	30	2	32	21	3	24	17	0	17
<b>School total:</b>	<b>1598</b>	<b>90</b>	<b>1688</b>	<b>1591</b>	<b>66</b>	<b>1657</b>	<b>1544</b>	<b>52</b>	<b>1596</b>	<b>1467</b>	<b>81</b>	<b>1548</b>	<b>1293</b>	<b>68</b>	<b>1361</b>	<b>1192</b>	<b>58</b>	<b>1250</b>
^ Prior to Fall 2021, Interdisciplinary Studies for Elementary Educators was recorded as a double major in Interdisciplinary Studies and Education. As of 2021, majors in these programs are counted only as Education majors.																		
<b>School of Social Work</b>																		
Social Work	146	2	148	137	9	146	127	10	137	129	9	138	123	5	128	116	3	119
<b>School total:</b>	<b>146</b>	<b>2</b>	<b>148</b>	<b>137</b>	<b>9</b>	<b>146</b>	<b>127</b>	<b>10</b>	<b>137</b>	<b>129</b>	<b>9</b>	<b>138</b>	<b>123</b>	<b>5</b>	<b>128</b>	<b>116</b>	<b>3</b>	<b>119</b>
<b>School of Science</b>																		
Biology	258	13	271	253	10	263	229	11	240	231	11	242	189	9	198	161	10	171
Marine Environmental Biology & Policy	60	0	60	69	2	71	66	1	67	76	1	77	82	2	84	80	2	82
Chemistry	79	4	83	80	0	80	78	3	81	71	1	72	61	1	62	43	2	45
Clinical Lab Sciences	14	1	15	10	0	10	6	0	6	7	0	7	9	2	11	5	1	6
Computer Science	147	7	154	153	3	156	144	3	147	116	5	121	105	8	113	99	10	109
Software Engineering	50	1	51	42	0	42	34	0	34	42	0	42	31	2	33	32	1	33
Mathematics	75	2	77	79	3	82	60	2	62	72	1	73	60	5	65	46	0	46
Medical Laboratory Science	11	1	12	13	0	13	12	0	12	14	1	15	9	2	11	8	1	9
<b>School total:</b>	<b>694</b>	<b>29</b>	<b>723</b>	<b>699</b>	<b>18</b>	<b>717</b>	<b>629</b>	<b>20</b>	<b>649</b>	<b>629</b>	<b>20</b>	<b>649</b>	<b>546</b>	<b>31</b>	<b>577</b>	<b>474</b>	<b>27</b>	<b>501</b>



**TABLE E.8**  
(continued)

**UNDERGRADUATE HEADCOUNTS BY MAJOR\***

	Fall 2017			Fall 2018			Fall 2019			Fall 2020			Fall 2020			Fall 2022		
<b>Undergraduate Programs</b>	FT Heads	PT Heads	Total Heads	FT Heads	PT Heads	Total Heads	FT Heads	PT Heads	Total Heads	FT Heads	PT Heads	Total Heads	FT Heads	PT Heads	Total Heads	FT Heads	PT Heads	Total Heads
<b>School of Education</b>																		
Education	304	19	323	295	4	299	274	5	279	315	10	325	262	15	277	211	12	223
Special Education	23	4	27	20	0	20	19	0	19	18	1	19	53	0	53	89	2	91
<b>School total</b>	<b>327</b>	<b>23</b>	<b>350</b>	<b>315</b>	<b>4</b>	<b>319</b>	<b>293</b>	<b>5</b>	<b>298</b>	<b>333</b>	<b>11</b>	<b>344</b>	<b>315</b>	<b>15</b>	<b>330</b>	<b>300</b>	<b>14</b>	<b>314</b>
<b>School of Business Administration</b>																		
Business	1213	33	1246	1226	32	1258	1238	34	1272	1156	34	1190	1059	35	1094	995	31	1026
<b>School total</b>	<b>1213</b>	<b>33</b>	<b>1246</b>	<b>1226</b>	<b>32</b>	<b>1258</b>	<b>1238</b>	<b>34</b>	<b>1272</b>	<b>1156</b>	<b>34</b>	<b>1190</b>	<b>1059</b>	<b>35</b>	<b>1094</b>	<b>995</b>	<b>31</b>	<b>1026</b>
<b>School of Nursing and Health Studies</b>																		
Nursing	105	5	110	111	2	113	110	1	111	141	1	142	165	2	167	190	1	191
Health Studies	355	8	363	337	10	347	341	2	343	292	3	295	362	5	367	368	11	379
Health Studies/ Phys Ed	99	11	110	94	8	102	90	5	95	103	6	109	87	8	95	91	6	97
<b>School total</b>	<b>559</b>	<b>24</b>	<b>583</b>	<b>542</b>	<b>20</b>	<b>562</b>	<b>541</b>	<b>8</b>	<b>549</b>	<b>536</b>	<b>10</b>	<b>546</b>	<b>614</b>	<b>15</b>	<b>629</b>	<b>649</b>	<b>18</b>	<b>667</b>
<b>Other</b>																		
Certificate only																0	1	1
Non-matric.	1	22	23	1	34	35	4	21	25	4	14	18	6	17	23	3	9	12
Undeclared	339	4	343	299	2	301	272	4	276	223	4	227	230	0	230	152	2	154
<b>Other total</b>	<b>340</b>	<b>26</b>	<b>366</b>	<b>300</b>	<b>36</b>	<b>336</b>	<b>276</b>	<b>25</b>	<b>301</b>	<b>227</b>	<b>18</b>	<b>245</b>	<b>236</b>	<b>17</b>	<b>253</b>	<b>155</b>	<b>12</b>	<b>167</b>
<b>Grand Total</b>	<b>4877</b>	<b>227</b>	<b>5104</b>	<b>4810</b>	<b>185</b>	<b>4995</b>	<b>4648</b>	<b>154</b>	<b>4802</b>	<b>4477</b>	<b>183</b>	<b>4660</b>	<b>4186</b>	<b>186</b>	<b>4372</b>	<b>3881</b>	<b>163</b>	<b>4044</b>

\* Double majors are counted twice

## GRADUATE &amp; DOCTORAL FULL-TIME EQUIVALENT ENROLLMENT

	FALL 2017			FALL 2018			FALL 2019			FALL 2020			FALL 2021			FALL 2022			2017-2022		
	(A) # FT Heads	(B) PT Credits	(C) FTE C= A+ B/9	(A) # FT Heads	(B) PT Credits	(C) FTE C= A+ B/9	(A) # FT Heads	(B) PT Credits	(C) FTE C= A+ B/9	(A) # FT Heads	(B) PT Credits	(C) FTE C= A+ B/9	(A) # FT Heads	(B) PT Credits	(C) FTE C= A+ B/9	(A) # FT Heads	(B) PT Credits	(C) FTE C= A+ B/9	FT Heads % Chng	PT Credits % Chng	FTE % Chng
<b>SCHOOL OF HUMANITIES AND SOCIAL SCIENCES</b>																					
Anthropology	6	132.0	20.7	9	112.0	21.4	8	107.0	19.9	5	85.0	14.4	8	77.0	16.6	5	79.0	13.8	-16.7%	-40.2%	-33.3%
Communication	10	81.0	19.0	11	70.0	18.8	11	90.0	21.0	13	55.0	19.1	11	27.0	14.0	12	30.0	15.3	20.0%	-63.0%	-19.3%
Criminal Justice	7	39.0	11.3	18	54.0	24.0	20	72.0	28.0	16	129.0	30.3	18	135.0	33.0	16	165.0	34.3	128.6%	323.1%	202.9%
English	1	122.0	14.6	6	128.0	20.2	7	144.0	23.0	8	127.0	22.1	4	81.0	13.0	1	81.0	10.0	0.0%	-33.6%	-31.3%
Creative Writing							0	27.0	3.0	2	18.0	4.0	2	36.0	6.0	2	48.0	7.3	+	+	+
History	3	96.0	13.7	2	114.0	14.7	2	122.0	15.6	5	90.0	15.0	3	61.0	9.8	3	45.0	8.0	0.0%	-53.1%	-41.5%
Homeland Security	5	36.0	9.0	0	27.0	3.0	0	12.0	1.3	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	-100.0%	-100.0%	-100.0%
Clinical Mental Health Counseling	103	315.0	138.0	84	276.0	114.7	88	234.0	114.0	59	282.0	90.3	72	207.0	95.0	64	213.0	87.7	-37.9%	-32.4%	-36.5%
Psychological Counseling	0	15.0	1.7	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	-100.0%	-100.0%	-100.0%
Addiction Studies	2	24.0	4.7	0	27.0	3.0	2	27.0	5.0	2	57.0	8.3	3	33.0	6.7	2	15.0	3.7	+	+	+
Public Policy	3	42.0	7.7	0	9.0	1.0	0	3.0	0.3	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	-100.0%	-100.0%	-100.0%
<b>SCHOOL TOTAL:</b>	140	902.0	240.2	130	817.0	220.8	138	838.0	231.1	110	843.0	203.7	121	657.0	194.0	105	676.0	180.1	-25.0%	-25.1%	-25.0%
<b>PERCENTAGE OF GRAND TOTAL:</b>	21.4%	17.2%	19.4%	19.8%	17.7%	18.9%	22.6%	18.0%	20.5%	18.1%	19.7%	18.8%	16.8%	19.9%	17.9%	17.6%	20.9%	18.8%			
<b>SCHOOL OF SOCIAL WORK</b>																					
Master of Social Work	102	585.0	167.0	89	540.0	149.0	95	429.0	142.7	102	414.0	148.0	106	279.0	137.0	74	201.0	96.3	-27.5%	-65.6%	-42.3%
Doctor of Social Work																0	102.0	11.3	+	+	+
<b>SCHOOL TOTAL:</b>	102	585.0	167.0	89	540.0	149.0	95	429.0	142.7	102	414.0	148.0	106	279.0	137.0	74	303.0	107.7	-27.5%	-48.2%	-35.5%
<b>PERCENTAGE OF GRAND TOTAL:</b>	15.6%	11.2%	13.5%	13.5%	11.7%	12.7%	15.5%	9.2%	12.7%	16.8%	9.7%	13.7%	14.7%	8.5%	12.6%	12.4%	9.4%	11.3%			
<b>SCHOOL OF SCIENCE</b>																					
Computer Science	10	46.0	15.1	16	48.0	21.3	13	35.0	16.9	14	42.0	18.7	12	39.0	16.3	11	45.0	16.0	10.0%	-2.2%	5.9%
Data Science													3	9.0	4.0	3	36.0	7.0	+	+	+
Information Systems	18	57.0	24.3	14	58.5	20.5	13	71.5	20.9	14	40.5	18.5	9	43.0	13.8	8	9.0	9.0	-55.6%	-84.2%	-63.0%
Software Engineering	15	47.0	20.2	10	79.5	18.8	12	68.5	19.6	5	60.0	11.7	9	40.5	13.5	5	37.5	9.2	-66.7%	-20.2%	-54.7%
<b>SCHOOL TOTAL:</b>	43	150.0	59.7	40	186.0	60.7	38	175.0	57.4	33	142.5	48.8	33	131.5	47.6	27	127.5	41.2	-37.2%	-15.0%	-31.0%
<b>PERCENTAGE OF GRAND TOTAL:</b>	6.6%	2.9%	4.8%	6.1%	4.0%	5.2%	6.2%	3.8%	5.1%	5.4%	3.3%	4.5%	4.6%	4.0%	4.4%	4.5%	3.9%	4.3%			
<b>SCHOOL OF BUSINESS ADMINISTRATION</b>																					
Business	101	588.0	166.3	91	471.0	143.3	76	420.0	122.7	111	243.0	138.0	112	211.5	135.5	87	171.0	106.0	-13.9%	-70.9%	-36.3%
<b>SCHOOL TOTAL:</b>	101	588.0	166.3	91	471.0	143.3	76	420.0	122.7	111	243.0	138.0	112	211.5	135.5	87	171.0	106.0	-13.9%	-70.9%	-36.3%
<b>PERCENTAGE OF GRAND TOTAL:</b>	15.4%	11.2%	13.5%	13.8%	10.2%	12.3%	12.4%	9.0%	10.9%	18.3%	5.7%	12.8%	15.6%	6.4%	12.5%	14.6%	5.3%	11.1%	-5.6%	-52.9%	-17.6%
<b>SCHOOL OF EDUCATION</b>																					
Education	175	724.0	255.4	179	700.0	256.8	137	799.0	225.8	149	693.0	226.0	171	717.0	250.7	156	607.0	223.4	-10.9%	-16.2%	-12.5%
Doctorate of Educational Leadership	0	165.0	18.3	35	15.0	36.7	30	15.0	31.7	31	39.0	35.3	53	71.0	60.9	33	138.0	48.3	+	+	+
<b>SCHOOL TOTAL:</b>	175	889.0	273.8	214	715.0	293.4	167	814.0	257.4	180	732.0	261.3	224	788.0	311.6	189	745.0	271.8	8.0%	-16.2%	-0.7%
<b>PERCENTAGE OF GRAND TOTAL:</b>	26.8%	17.0%	22.1%	32.5%	15.5%	25.1%	27.3%	17.5%	22.8%	29.7%	17.1%	24.2%	31.1%	23.9%	28.7%	31.7%	23.0%	28.4%			
<b>SCHOOL OF NURSING &amp; HEALTH STUDIES</b>																					
Nursing	4	1474.0	167.8	2	1247.0	140.6	1	1219.0	136.4	6	997.0	116.8	1	772.0	86.8	4	487.0	58.1	0.0%	-67.0%	-65.4%
Physician Assistant	85	0.0	85.0	90	0.0	90.0	90	0.0	90.0	60	210.0	83.3	89	0.0	89.0	60	208.0	83.1	-29.4%	+	-2.2%
Doctorate of Nursing Practice	0	210.0	23.3	1	204.0	23.7	0	237.0	26.3	1	234.0	27.0	0	150.0	16.7	1	231.0	26.7	+	10.0%	14.3%
Doctorate in Occupational Therapy										24	0.0	24.0		0.0	24.0	40	0.0	40.0	+	+	+
<b>SCHOOL TOTAL:</b>	89	1684.0	276.1	93	1451.0	254.2	91	1456.0	252.8	67	1441.0	227.1	114	922.0	216.4	105	926.0	207.9	18.0%	-45.0%	-24.7%
<b>PERCENTAGE OF GRAND TOTAL:</b>	13.6%	32.1%	22.3%	14.1%	31.5%	21.7%	14.9%	31.3%	22.4%	11.0%	33.7%	21.0%	15.8%	27.9%	19.9%	17.6%	28.6%	21.7%			
<b>OTHER</b>																					
Certificate & endorsement only	3	412.0	48.8	1	402.0		6	477.0	59.0	4	415.0	50.1	10	311.0	44.6	10	266.0	39.6	233.3%	-35.4%	-18.9%
Non-matriculated	1	30.0	4.3	0	21.0	2.3	0	42.0	4.7	0	40.0	4.4	0	0.0	0.0	0	18.0	2.0	-100.0%	-40.0%	-53.8%
<b>"OTHER" TOTAL:</b>	4	442.0	53.1	1	423.0	48.0	6	519.0	63.7	4	455.0	54.6	10	311.0	44.6	10	284.0	41.6	150.0%	-35.7%	-21.8%
<b>PERCENTAGE OF GRAND TOTAL:</b>	0.6%	8.4%	4.3%	0.2%	9.2%	4.1%	1.0%	11.2%	5.6%	0.7%	10.7%	5.0%	1.4%	9.4%	4.1%	1.7%	8.8%	4.3%			
<b>GRAND TOTAL:</b>	654	5240	1236.22	658	4603	1169.44	611	4651	1127.78	607	4270.5	1081.5	720	3300	1086.7	597	3232.5	956.2	-8.7%	-38.3%	-22.7%

\* FTE = number of full-time majors + (part-time credits/9)

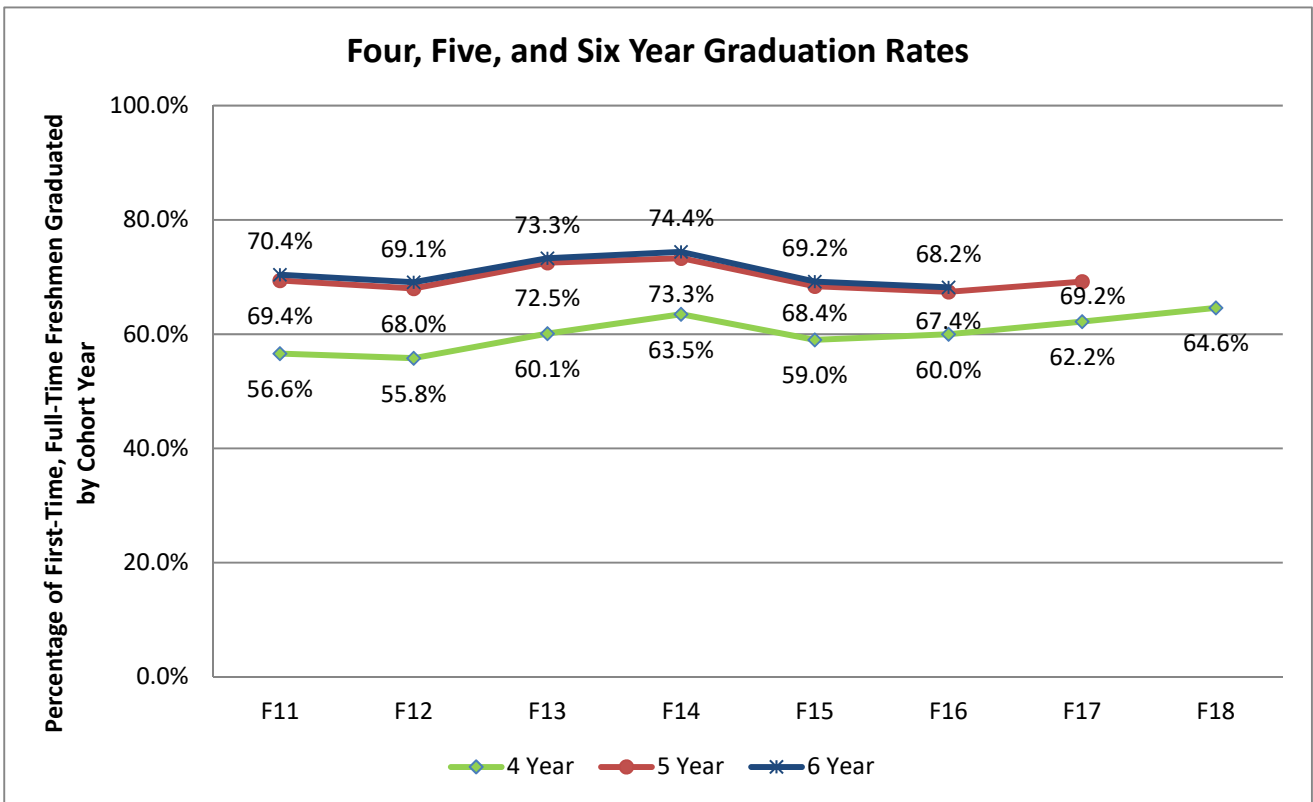
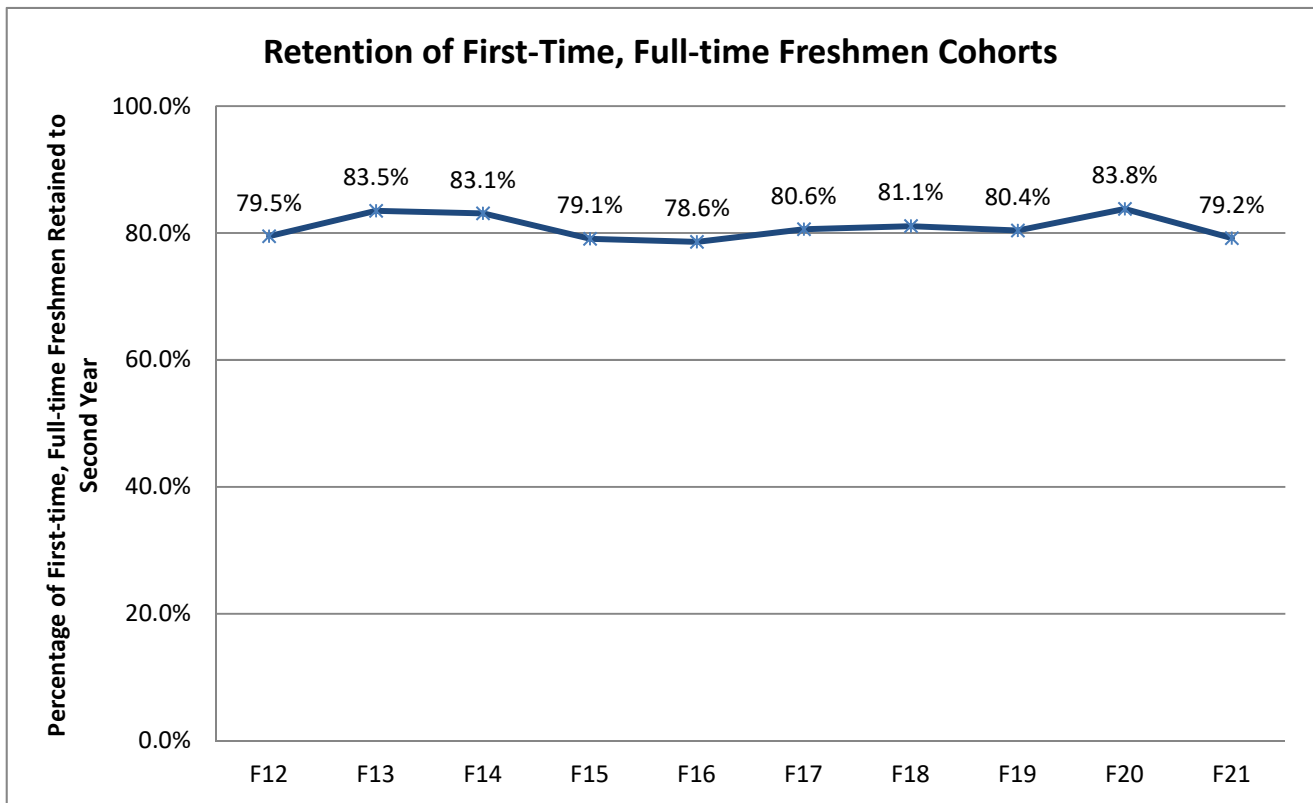
Office of Institutional Research &amp; Effectiveness 10/11/22

Appendix 5

GRADUATE & DOCTORAL FULL-TIME, PART-TIME ENROLLMENT

	FALL 2017			FALL 2018			FALL 2019			FALL 2020			FALL 2021			FALL 2022		
	FT Heads	PT Heads	TOTAL Heads	FT Heads	PT Heads	TOTAL Heads	FT Heads	PT Heads	TOTAL Heads	FT Heads	PT Heads	TOTAL Heads	FT Heads	PT Heads	TOTAL Heads	FT Heads	PT Heads	TOTAL Heads
<b>SCHOOL OF HUMANITIES AND SOCIAL SCIENCES</b>																		
Anthropology	6	29	35	9	25	34	8	23	31	5	21	26	8	19	27	5	19	24
Communication	10	18	28	11	15	26	11	20	31	13	12	25	11	7	18	12	6	18
Criminal Justice	7	7	14	18	11	29	20	14	34	16	25	41	18	25	43	16	32	48
English	1	28	29	6	29	35	7	28	35	8	26	34	4	16	20	1	17	18
Creative Writing							0	6	6	2	4	6	2	8	10	2	11	13
History	3	22	25	2	25	27	2	24	26	5	20	25	3	12	15	3	9	12
Homeland Security	5	8	13	0	6	6	0	3	3	0	0	0	0	0	0	0	0	0
Clinical Mental Health Counseling	103	56	159	84	48	132	88	42	130	59	51	110	72	40	112	64	40	104
Psychological Counseling	0	3	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Addiction Studies	2	5	7	0	6	6	2	5	7	2	10	12	3	6	9	2	4	6
Public Policy	3	8	11	0	2	2	0	1	1	0	0	0	0	0	0	0	0	0
<b>SCHOOL TOTAL:</b>	<b>140</b>	<b>184</b>	<b>324</b>	<b>130</b>	<b>167</b>	<b>297</b>	<b>138</b>	<b>166</b>	<b>304</b>	<b>110</b>	<b>169</b>	<b>279</b>	<b>121</b>	<b>133</b>	<b>254</b>	<b>105</b>	<b>138</b>	<b>243</b>
<b>SCHOOL OF SOCIAL WORK</b>																		
Master of Social Work	102	99	201	89	91	180	95	72	167	102	69	171	106	47	153	74	35	109
Doctor of Social Work																0	17	17
<b>SCHOOL TOTAL:</b>	<b>102</b>	<b>99</b>	<b>201</b>	<b>89</b>	<b>91</b>	<b>180</b>	<b>95</b>	<b>72</b>	<b>167</b>	<b>102</b>	<b>69</b>	<b>171</b>	<b>106</b>	<b>47</b>	<b>153</b>	<b>74</b>	<b>52</b>	<b>126</b>
<b>SCHOOL OF SCIENCE</b>																		
Computer Science	10	11	21	16	8	24	13	8	21	14	8	22	12	8	20	11	9	20
Data Science													3	2	5	3	5	8
Information Systems	18	12	30	14	12	26	13	12	25	14	9	23	9	9	18	8	2	10
Software Engineering	15	11	26	10	14	24	12	11	23	5	10	15	9	7	16	5	7	12
<b>SCHOOL TOTAL:</b>	<b>43</b>	<b>34</b>	<b>77</b>	<b>40</b>	<b>34</b>	<b>74</b>	<b>38</b>	<b>31</b>	<b>69</b>	<b>33</b>	<b>27</b>	<b>60</b>	<b>33</b>	<b>26</b>	<b>59</b>	<b>27</b>	<b>23</b>	<b>50</b>
<b>SCHOOL OF BUSINESS ADMINISTRATION</b>																		
Business	101	107	208	91	87	178	76	90	166	111	43	154	112	40	152	87	35	122
<b>SCHOOL TOTAL:</b>	<b>101</b>	<b>107</b>	<b>208</b>	<b>91</b>	<b>87</b>	<b>178</b>	<b>76</b>	<b>90</b>	<b>166</b>	<b>111</b>	<b>43</b>	<b>154</b>	<b>112</b>	<b>40</b>	<b>152</b>	<b>87</b>	<b>35</b>	<b>122</b>
<b>SCHOOL OF EDUCATION</b>																		
Education	175	142	317	179	137	316	137	159	296	149	130	279	171	135	306	156	110	266
Doctorate of Educational Leadership	0	22	22	35	3	38	30	5	35	31	17	48	53	18	71	33	36	69
<b>SCHOOL TOTAL:</b>	<b>175</b>	<b>164</b>	<b>339</b>	<b>214</b>	<b>140</b>	<b>354</b>	<b>167</b>	<b>164</b>	<b>331</b>	<b>180</b>	<b>147</b>	<b>327</b>	<b>224</b>	<b>153</b>	<b>377</b>	<b>189</b>	<b>146</b>	<b>335</b>
<b>SCHOOL OF NURSING &amp; HEALTH</b>																		
Nursing	4	259	263	2	229	231	1	211	212	6	171	177	1	136	137	4	90	94
Physician Assistant	85	0	85	90	0	90	90	0	90	60	30	90	89	0	89	60	26	86
Doctorate of Nursing Practice	0	41	41	1	42	43	0	47	47	1	48	49	0	31	31	1	42	43
Doctorate in Occupational Therapy													24	0	24	40	0	40
<b>SCHOOL TOTAL:</b>	<b>89</b>	<b>300</b>	<b>389</b>	<b>93</b>	<b>271</b>	<b>364</b>	<b>91</b>	<b>258</b>	<b>349</b>	<b>67</b>	<b>249</b>	<b>316</b>	<b>114</b>	<b>167</b>	<b>281</b>	<b>105</b>	<b>158</b>	<b>263</b>
<b>OTHER</b>																		
Certificate & Endorsement only	3	85	88	1	84	85	6	98	104	4	90	94	10	70	80	10	61	71
Non-matriculated	1	7	8	0	5	5	0	13	13	0	10	10	0	0	0	0	6	6
<b>"OTHER" TOTAL:</b>	<b>4</b>	<b>92</b>	<b>96</b>	<b>1</b>	<b>89</b>	<b>90</b>	<b>6</b>	<b>111</b>	<b>117</b>	<b>4</b>	<b>100</b>	<b>104</b>	<b>10</b>	<b>70</b>	<b>80</b>	<b>10</b>	<b>67</b>	<b>77</b>
<b>GRAND TOTAL:</b>	<b>654</b>	<b>980</b>	<b>1634</b>	<b>658</b>	<b>879</b>	<b>1537</b>	<b>611</b>	<b>892</b>	<b>1503</b>	<b>607</b>	<b>804</b>	<b>1411</b>	<b>720</b>	<b>636</b>	<b>1356</b>	<b>597</b>	<b>619</b>	<b>1216</b>

## Appendix 6



# Appendix 7

## RETENTION AND GRADUATION RATES OF MONMOUTH STUDENTS ENTERING AS FIRST-TIME, FULL-TIME STUDENTS

	YEAR I				YEAR II				YEAR III				YEAR IV				Cumulative Graduation Rates					
	FALL		SPRING		FALL		SPRING		FALL		SPRING		FALL		SPRING		Graduated within 4 years		Graduated within 5 years		Graduated within 6 years	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>F13 REG*</b>	866	100.0	810	93.6	718	83.0	692	80.0	660	76.3	648	74.9	645	74.7	617	71.4	516	59.7%	622	72.0%	630	72.9%
<b>F13 EOF</b>	40	100.0	38	95.0	38	95.0	37	92.5	35	87.5	36	90.0	35	87.5	33	82.5	27	67.5%	33	82.5%	33	82.5%
<b>F13 TOT</b>	906	100.0	848	93.7	756	83.5	729	80.6	695	76.8	684	75.6	680	75.2	650	71.9	543	60.1%	655	72.5%	663	73.3%
<b>F14 REG</b>	1014	100.0	956	94.3	839	82.7	814	80.3	776	76.5	771	76.0	755	74.5	735	72.5	638	62.9%	736	72.6%	747	73.7%
<b>F14 EOF</b>	42	100.0	41	97.6	39	92.9	38	90.5	40	95.2	40	95.2	40	95.2	40	95.2	33	78.6%	38	90.5%	39	92.9%
<b>F14 TOT</b>	1056	100.0	997	94.4	878	83.1	852	80.7	816	77.3	811	76.8	795	75.3	775	73.4	671	63.5%	774	73.3%	786	74.4%
<b>F15 REG</b>	1089	100.0	997	91.6	853	78.3	832	76.4	777	71.3	772	70.9	746	68.5	729	66.9	636	58.4%	737	67.7%	747	68.6%
<b>F15 EOF</b>	39	100.0	39	100.0	39	100.0	37	94.9	37	94.9	36	92.3	34	87.2	31	79.5	30	76.9%	34	87.2%	34	87.2%
<b>F15 TOT</b>	1128	100.0	1036	91.8	892	79.1	869	77.0	814	72.2	808	71.6	780	69.1	760	67.4	666	59.0%	771	68.4%	781	69.2%
<b>F16 REG*</b>	1049	100.0	970	92.5	816	77.9	795	75.9	746	71.3	735	70.2	714	68.2	697	66.6	621	59.3%	697	66.6%	705	67.3%
<b>F16 EOF</b>	40	100.0	40	100.0	39	97.5	39	97.5	38	95.0	38	95.0	36	90.0	35	87.5	31	77.5%	36	90.0%	36	90.0%
<b>F16 TOT</b>	1089	100.0	1010	92.7	855	78.6	834	76.7	784	72.1	773	71.1	750	69.0	732	67.3	652	60.0%	733	67.4%	741	68.2%
<b>F17 REG*</b>	1043	100.0	966	92.7	834	80.0	812	77.9	757	72.6	751	72.1	737	70.7	678	65.1	647	62.1%	718	68.9%		
<b>F17 EOF</b>	40	100.0	40	100.0	38	95.0	38	95.0	36	90.0	36	90.0	36	90.0	34	85.0	26	65.0%	31	77.5%		
<b>F17 TOT</b>	1083	100.0	1006	93.0	872	80.6	850	78.6	793	73.3	787	72.7	773	71.4	712	65.8	673	62.2%	749	69.2%		
<b>F18 REG</b>	1010	100.0	939	93.0	813	80.5	782	77.4	756	74.9	738	73.1	702	69.5	653	64.7	644	63.8%				
<b>F18 EOF</b>	40	100.0	40	100.0	39	97.5	36	90.0	35	87.5	35	87.5	34	85.0	31	77.5	34	85.0%				
<b>F18 TOT</b>	1050	100.0	979	93.2	852	81.1	818	77.9	791	75.3	773	73.6	736	70.1	684	65.1	678	64.6%				
<b>F19 REG</b>	954	100.0	880	92.2	763	80.0	744	78.0	708	74.2	694	72.7	662	69.4								
<b>F19 EOF</b>	40	100.0	38	95.0	36	90.0	36	90.0	36	90.0	36	90.0	36	90.0								
<b>F19 TOT</b>	994	100.0	918	92.4	799	80.4	780	78.5	744	74.8	730	73.4	698	70.2								
<b>F20 REG</b>	881	100.0	831	94.3	740	84.0	714	81.0	657	74.6												
<b>F20 EOF</b>	40	100.0	40	100.0	32	80.0	32	80.0	31	77.5												
<b>F20 TOT</b>	921	100.0	871	94.6	772	83.8	746	81.0	688	74.7												
<b>F21 REG</b>	914	100.0	841	92.0	721	78.9																
<b>F21 EOF</b>	40	100.0	38	95.0	35	87.5																
<b>F21 TOT</b>	954	100.0	879	92.1	756	79.2																
<b>F22 REG</b>	856	100.0																				
<b>F22 EOF</b>	40	100.0																				
<b>F22 TOT</b>	896	100.0																				
<b>OVERALL REG*</b>	9676	100.0	8190	92.9	7097	80.5	6185	78.3	5837	73.9	5109	73.8	4961	70.7	4109	67.7	3702	61.0%	3510	69.4%	2829	70.5%
<b>OVERALL EOF</b>	401	100.0	354	98.1	335	92.8	293	91.3	288	89.7	257	91.5	251	89.3	204	84.6	181	75.1%	172	85.6%	142	88.2%
<b>OVERALL TOT*</b>	10077	100.0	8544	93.1	7432	81.0	6478	78.8	6125	74.5	5366	74.5	5212	71.4	4313	68.4	3883	61.6%	3682	70.0%	2971	71.2%
	(YRS 13-22)		(YRS 13-21)		(YRS 13-21)		(YRS 13-20)		(YRS 13-20)		(YRS 13-19)		(YRS 13-19)		(YRS 13-18)		(YEARS 13-18)		(YEARS 13-17)		(YEARS 13-16)	

\* Retention and graduation rates may be adjusted based on deceased student records in Colleague system while original cohort numbers remain unadjusted.  
Office of Institutional Research and Effectiveness 10/5/22



## Appendix 9

### UNDERGRADUATES BY GENDER AND AGE

(age as of October 15)

#### FULL-TIME FEMALES

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Under 18	21	26	21	19	31	27	26	22	32	33
18 - 19	1060	1082	1213	1185	1159	1178	1147	1119	1117	1076
20 - 21	1111	1133	1070	1083	1201	1163	1145	1137	1092	1052
22 - 24	302	293	238	238	189	172	201	181	155	138
25 - 29	27	38	32	30	21	16	13	20	18	20
30 - 34	11	7	2	2	4	4	6	5	3	3
35 - 39	9	9	4	4	4	4	3	3	0	2
40 - 49	0	5	5	2	4	3	3	4	2	2
50 - 64	2	2	3	3	1	1	1	2	3	1
Over 64	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>2543</b>	<b>2595</b>	<b>2588</b>	<b>2566</b>	<b>2614</b>	<b>2568</b>	<b>2545</b>	<b>2493</b>	<b>2422</b>	<b>2327</b>

#### FULL-TIME MALES

	Fall 2013	Fall 2014	Fall 2014	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Under 18	15	13	15	10	19	7	12	4	15	7
18 - 19	666	702	792	806	745	742	687	572	547	533
20 - 21	705	704	725	790	818	827	760	759	683	585
22 - 24	312	292	265	250	240	250	231	211	193	174
25 - 29	45	51	48	49	49	33	45	33	34	26
30 - 34	12	8	12	10	10	14	12	13	9	4
35 - 39	2	3	4	2	1	2	3	6	1	2
40 - 49	2	1	1	7	3	4	6	3	4	3
50 - 64	2	1	0	0	3	1	0	0	0	1
Over 64	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>1761</b>	<b>1775</b>	<b>1862</b>	<b>1924</b>	<b>1888</b>	<b>1880</b>	<b>1756</b>	<b>1601</b>	<b>1486</b>	<b>1335</b>

#### FULL-TIME COMBINED (MALES, FEMALES)

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Under 18	36	39	36	29	50	34	38	26	47	40
18 - 19	1726	1784	2005	1991	1904	1920	1834	1691	1664	1609
20 - 21	1816	1837	1795	1873	2019	1990	1905	1896	1775	1637
22 - 24	614	585	503	488	429	422	432	392	348	312
25 - 29	72	89	80	79	70	49	58	53	52	46
30 - 34	23	15	14	12	14	18	18	18	12	7
35 - 39	11	12	8	6	5	6	6	9	1	4
40 - 49	2	6	6	9	7	7	9	7	6	5
50 - 64	4	3	3	3	4	2	1	2	3	2
Over 64	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>4304</b>	<b>4370</b>	<b>4450</b>	<b>4490</b>	<b>4502</b>	<b>4448</b>	<b>4301</b>	<b>4094</b>	<b>3908</b>	<b>3662</b>

**TABLE E.5**  
(continued)

**UNDERGRADUATES BY GENDER AND AGE**

(age as of October 15)

**PART-TIME FEMALES**

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Under 18	0	0	0	0	0	1	0	0	0	0
18 - 19	3	2	4	2	2	6	1	4	5	6
20 - 21	12	11	15	14	14	7	16	26	25	22
22 - 24	90	78	75	42	55	41	39	38	29	31
25 - 29	17	22	12	9	14	13	8	8	15	9
30 - 34	12	10	7	4	2	6	4	1	1	1
35 - 39	7	4	3	7	4	5	2	4	3	2
40 - 49	19	17	11	15	12	7	9	8	5	2
50 - 64	20	17	15	13	11	13	8	8	9	4
Over 64	3	0	0	0	0	1	1	2	3	1
<b>TOTAL</b>	<b>183</b>	<b>161</b>	<b>142</b>	<b>106</b>	<b>114</b>	<b>100</b>	<b>88</b>	<b>99</b>	<b>95</b>	<b>78</b>

**PART-TIME MALES**

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Under 18	0	0	0	0	0	1	0	0	0	0
18 - 19	3	1	1	1	6	1	1	1	2	4
20 - 21	8	8	12	14	5	9	12	11	13	8
22 - 24	59	54	50	62	49	51	27	40	42	44
25 - 29	24	20	21	16	12	7	9	11	13	12
30 - 34	12	11	9	8	7	5	5	3	2	2
35 - 39	3	2	3	4	3	4	2	0	0	0
40 - 49	7	5	5	3	7	1	1	3	0	0
50 - 64	3	1	0	2	1	2	3	2	5	1
Over 64	1	1	0	1	0	1	1	0	0	0
<b>TOTAL</b>	<b>120</b>	<b>103</b>	<b>101</b>	<b>111</b>	<b>90</b>	<b>82</b>	<b>61</b>	<b>71</b>	<b>77</b>	<b>71</b>

**PART-TIME COMBINED (FEMALES, MALES)**

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Under 18	0	0	0	0	0	2	0	0	0	0
18 - 19	6	3	5	3	8	7	2	5	7	10
20 - 21	20	19	27	28	19	16	28	37	38	30
22 - 24	149	132	125	104	104	92	66	78	71	75
25 - 29	41	42	33	25	26	20	17	19	28	21
30 - 34	24	21	16	12	9	11	9	4	3	3
35 - 39	10	6	6	11	7	9	4	4	3	2
40 - 49	26	22	16	18	19	8	10	11	5	2
50 - 64	23	18	15	15	12	15	11	10	14	5
Over 64	4	1	0	1	0	2	2	2	3	1
<b>TOTAL</b>	<b>303</b>	<b>264</b>	<b>243</b>	<b>217</b>	<b>204</b>	<b>182</b>	<b>149</b>	<b>170</b>	<b>172</b>	<b>149</b>



**TABLE E.5**  
(continued)

**UNDERGRADUATES BY GENDER AND AGE**

(age as of October 15)

**ALL FEMALES (FULL-TIME, PART-TIME)**

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
<b>Under 18</b>	21	26	21	19	31	28	26	22	32	33
<b>18 - 19</b>	1063	1084	1217	1187	1161	1184	1148	1123	1122	1082
<b>20 - 21</b>	1123	1144	1085	1097	1215	1170	1161	1163	1117	1074
<b>22 - 24</b>	392	371	313	280	244	213	240	219	184	169
<b>25 - 29</b>	44	60	44	39	35	29	21	28	33	29
<b>30 - 34</b>	23	17	9	6	6	10	10	6	4	4
<b>35 - 39</b>	16	13	7	11	8	9	5	7	3	4
<b>40 - 49</b>	19	22	16	17	16	10	12	12	7	4
<b>50 - 64</b>	22	19	18	16	12	14	9	10	12	5
<b>Over 64</b>	3	0	0	0	0	1	1	2	3	1
<b>TOTAL</b>	<b>2726</b>	<b>2756</b>	<b>2730</b>	<b>2672</b>	<b>2728</b>	<b>2668</b>	<b>2633</b>	<b>2592</b>	<b>2517</b>	<b>2405</b>

**ALL MALES (FULL-TIME, PART-TIME)**

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
<b>Under 18</b>	15	13	15	10	19	8	12	4	15	7
<b>18 - 19</b>	669	703	793	807	751	743	688	573	549	537
<b>20 - 21</b>	713	712	737	804	823	836	772	770	696	593
<b>22 - 24</b>	371	346	315	312	289	301	258	251	235	218
<b>25 - 29</b>	69	71	69	65	61	40	54	44	47	38
<b>30 - 34</b>	24	19	21	18	17	19	17	16	11	6
<b>35 - 39</b>	5	5	7	6	4	6	5	6	1	2
<b>40 - 49</b>	9	6	6	10	10	5	7	6	4	3
<b>50 - 64</b>	5	2	0	2	4	3	3	2	5	2
<b>Over 64</b>	1	1	0	1	0	1	1	0	0	0
<b>TOTAL</b>	<b>1881</b>	<b>1878</b>	<b>1963</b>	<b>2035</b>	<b>1978</b>	<b>1962</b>	<b>1817</b>	<b>1672</b>	<b>1563</b>	<b>1406</b>

**ALL COMBINED (MALE, FEMALE, FULL-TIME, PART-TIME)**

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
<b>Under 18</b>	36	39	36	29	50	36	38	26	47	40
<b>18 - 19</b>	1732	1787	2010	1994	1912	1927	1836	1696	1671	1619
<b>20 - 21</b>	1836	1856	1822	1901	2038	2006	1933	1933	1813	1667
<b>22 - 24</b>	763	717	628	592	533	514	498	470	419	387
<b>25 - 29</b>	113	131	113	104	96	69	75	72	80	67
<b>30 - 34</b>	47	36	30	24	23	29	27	22	15	10
<b>35 - 39</b>	21	18	14	17	12	15	10	13	4	6
<b>40 - 49</b>	28	28	22	27	26	15	19	18	11	7
<b>50 - 64</b>	27	21	18	18	16	17	12	12	17	7
<b>Over 64</b>	4	1	0	1	0	2	2	2	3	1
<b>TOTAL</b>	<b>4607</b>	<b>4634</b>	<b>4693</b>	<b>4707</b>	<b>4706</b>	<b>4630</b>	<b>4450</b>	<b>4264</b>	<b>4080</b>	<b>3811</b>

## Appendix 10

### GRADUATE & DOCTORAL STUDENTS BY GENDER AND AGE

(age as of October 15)

#### FULL-TIME FEMALES

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Under 18	0	0	0	0	0	0	0	0	0	0
18 - 19	0	1	0	0	0	1	0	0	0	0
20 - 21	6	9	10	11	8	5	7	6	14	19
22 - 24	263	287	335	310	297	289	256	256	307	276
25 - 29	144	136	145	131	134	133	127	101	123	84
30 - 34	29	29	34	33	29	22	28	28	34	24
35 - 39	11	9	6	11	9	17	12	18	24	10
40 - 49	17	14	28	17	21	21	21	16	32	17
50 - 64	10	9	8	16	19	10	7	14	15	11
Over 64	2	1	0	0	0	0	0	0	0	3
<b>TOTAL</b>	<b>482</b>	<b>495</b>	<b>566</b>	<b>529</b>	<b>517</b>	<b>498</b>	<b>458</b>	<b>439</b>	<b>549</b>	<b>444</b>

#### FULL-TIME MALES

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Under 18	0	0	0	0	0	0	0	0	0	0
18 - 19	0	0	0	0	0	0	0	0	0	0
20 - 21	4	3	4	4	2	4	2	1	8	6
22 - 24	100	115	79	91	72	75	74	85	98	103
25 - 29	55	54	59	46	39	45	51	38	26	25
30 - 34	12	21	16	7	10	11	9	15	18	9
35 - 39	3	3	5	5	3	7	8	8	3	4
40 - 49	4	2	7	11	6	11	7	14	14	5
50 - 64	2	1	1	3	4	7	2	7	4	1
Over 64	0	0	0	0	1	0	0	0	0	0
<b>TOTAL</b>	<b>180</b>	<b>199</b>	<b>171</b>	<b>167</b>	<b>137</b>	<b>160</b>	<b>153</b>	<b>168</b>	<b>171</b>	<b>153</b>

#### FULL-TIME COMBINED (MALE, FEMALE)

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Under 18	0	0	0	0	0	0	0	0	0	0
18 - 19	0	1	0	0	0	1	0	0	0	0
20 - 21	10	12	14	15	10	9	9	7	22	25
22 - 24	363	402	414	401	369	364	330	341	405	379
25 - 29	199	190	204	177	173	178	178	139	149	109
30 - 34	41	50	50	40	39	33	37	43	52	33
35 - 39	14	12	11	16	12	24	20	26	27	14
40 - 49	21	16	35	28	27	32	28	30	46	22
50 - 64	12	10	9	19	23	17	9	21	19	12
Over 64	2	1	0	0	1	0	0	0	0	3
<b>TOTAL</b>	<b>662</b>	<b>694</b>	<b>737</b>	<b>696</b>	<b>654</b>	<b>658</b>	<b>611</b>	<b>607</b>	<b>720</b>	<b>597</b>

TABLE E.11 (continued)

**GRADUATE & DOCTORAL STUDENTS BY GENDER AND AGE**

(age as of October 15)

**PART-TIME FEMALES**

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Under 18	0	0	0	0	0	0	0	0	0	0
18 - 19	0	0	0	0	0	0	0	0	0	0
20 - 21	0	0	1	0	2	2	0	1	0	0
22 - 24	139	137	101	102	93	89	82	103	78	79
25 - 29	259	270	236	242	228	185	206	175	120	116
30 - 34	114	113	111	113	107	110	104	108	94	74
35 - 39	79	76	65	62	75	74	75	68	73	71
40 - 49	137	134	129	132	132	117	132	114	72	73
50 - 64	94	88	86	84	101	95	91	73	57	54
Over 64	1	4	4	3	8	7	4	6	9	9
<b>TOTAL</b>	<b>823</b>	<b>822</b>	<b>733</b>	<b>738</b>	<b>746</b>	<b>679</b>	<b>694</b>	<b>648</b>	<b>503</b>	<b>476</b>

**PART-TIME MALES**

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Under 18	0	0	0	0	0	0	0	0	0	0
18 - 19	0	0	0	0	0	0	0	0	0	0
20 - 21	1	1	0	0	0	1	1	0	0	0
22 - 24	46	55	53	43	39	40	32	24	30	39
25 - 29	78	84	74	81	68	58	57	54	34	29
30 - 34	37	43	31	34	36	33	29	27	24	21
35 - 39	22	19	22	23	34	16	18	12	15	16
40 - 49	21	23	27	34	38	31	32	22	20	25
50 - 64	16	18	22	12	15	16	23	15	9	11
Over 64	3	2	2	3	4	5	6	2	1	2
<b>TOTAL</b>	<b>224</b>	<b>245</b>	<b>231</b>	<b>230</b>	<b>234</b>	<b>200</b>	<b>198</b>	<b>156</b>	<b>133</b>	<b>143</b>

**PART-TIME COMBINED (MALE, FEMALE)**

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Under 18	0	0	0	0	0	0	0	0	0	0
18 - 19	0	0	0	0	0	0	0	0	0	0
20 - 21	1	1	1	0	2	3	1	1	0	0
22 - 24	185	192	154	145	132	129	114	127	108	118
25 - 29	337	354	310	323	296	243	263	229	154	145
30 - 34	151	156	142	147	143	143	133	135	118	95
35 - 39	101	95	87	85	109	90	93	80	88	87
40 - 49	158	157	156	166	170	148	164	136	92	98
50 - 64	110	106	108	96	116	111	114	88	66	65
Over 64	4	6	6	6	12	12	10	8	10	11
<b>TOTAL</b>	<b>1047</b>	<b>1067</b>	<b>964</b>	<b>968</b>	<b>980</b>	<b>879</b>	<b>892</b>	<b>804</b>	<b>636</b>	<b>619</b>

TABLE E.11 (continued)

## GRADUATE &amp; DOCTORAL STUDENTS BY GENDER AND AGE

(age as of October 15)

## ALL FEMALES (FULL-TIME, PART-TIME)

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Under 18	0	0	0	0	0	0	0	0	0	0
18 - 19	0	1	0	0	0	1	0	0	0	0
20 - 21	6	9	11	11	10	7	7	7	14	19
22 - 24	402	424	436	412	390	378	338	359	385	355
25 - 29	403	406	381	373	362	318	333	276	243	200
30 - 34	143	142	145	146	136	132	132	136	128	98
35 - 39	90	85	71	73	84	91	87	86	97	81
40 - 49	154	148	157	149	153	138	153	130	104	90
50 - 64	104	97	94	100	120	105	98	87	72	65
Over 64	3	5	4	3	8	7	4	6	9	12
<b>TOTAL</b>	<b>1305</b>	<b>1317</b>	<b>1299</b>	<b>1267</b>	<b>1263</b>	<b>1177</b>	<b>1152</b>	<b>1087</b>	<b>1052</b>	<b>920</b>

## ALL MALES (FULL-TIME, PART-TIME)

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Under 18	0	0	0	0	0	0	0	0	0	0
18 - 19	0	0	0	0	0	0	0	0	0	0
20 - 21	5	4	4	4	2	5	3	1	8	6
22 - 24	146	170	132	134	111	115	106	109	128	142
25 - 29	133	138	133	127	107	103	108	92	60	54
30 - 34	49	64	47	41	46	44	38	42	42	30
35 - 39	25	22	27	28	37	23	26	20	18	20
40 - 49	25	25	34	45	44	42	39	36	34	30
50 - 64	18	19	23	15	19	23	25	22	13	12
Over 64	3	2	2	3	5	5	6	2	1	2
<b>TOTAL</b>	<b>404</b>	<b>444</b>	<b>402</b>	<b>397</b>	<b>371</b>	<b>360</b>	<b>351</b>	<b>324</b>	<b>304</b>	<b>296</b>

## ALL COMBINED (MALE, FEMALE, FULL-TIME, PART-TIME)

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Under 18	0	0	0	0	0	0	0	0	0	0
18 - 19	0	1	0	0	0	1	0	0	0	0
20 - 21	11	13	15	15	12	12	10	8	22	25
22 - 24	548	594	568	546	501	493	444	468	513	497
25 - 29	536	544	514	500	469	421	441	368	303	254
30 - 34	192	206	192	187	182	176	170	178	170	128
35 - 39	115	107	98	101	121	114	113	106	115	101
40 - 49	179	173	191	194	197	180	192	166	138	120
50 - 64	122	116	117	115	139	128	123	109	85	77
Over 64	6	7	6	6	13	12	10	8	10	14
<b>TOTAL</b>	<b>1709</b>	<b>1761</b>	<b>1701</b>	<b>1664</b>	<b>1634</b>	<b>1537</b>	<b>1503</b>	<b>1411</b>	<b>1356</b>	<b>1216</b>

# Appendix 11

## UNDERGRADUATES BY GEOGRAPHIC ORIGIN

### FULL-TIME UNDERGRADUATES

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
<b>IN-STATE:</b>										
Atlantic	51	45	48	46	51	45	48	37	33	31
Bergen	240	257	267	272	276	282	252	249	236	228
Burlington	143	132	116	112	127	108	119	98	108	102
Camden	94	98	103	90	78	58	50	54	45	45
Cape May	18	13	21	22	23	19	12	10	12	16
Cumberland	23	21	23	22	14	15	13	10	13	11
Essex	119	118	129	142	132	130	99	91	96	76
Gloucester	57	61	48	42	46	40	42	42	42	41
Hudson	40	51	53	55	55	55	53	55	56	59
Hunterdon	54	52	60	52	41	40	36	37	37	40
Mercer	101	107	104	97	85	100	88	92	87	63
Middlesex	431	407	388	417	423	403	384	344	314	294
Monmouth	1,308	1,317	1,319	1325	1333	1347	1347	1246	1128	1052
Morris	163	170	162	188	174	171	161	155	151	126
Ocean	445	447	477	456	429	392	374	356	333	329
Passaic	98	102	113	125	121	114	94	92	101	82
Salem	6	4	5	7	8	6	8	4	5	2
Somerset	122	116	119	111	99	87	82	73	57	55
Sussex	61	56	45	38	39	45	44	40	43	31
Union	98	116	127	131	129	132	125	108	105	85
Warren	48	44	43	45	38	27	30	25	25	24
<b>OUT-OF-STATE</b>	549	603	643	662	738	789	789	819	822	818
<b>INTERNATIONAL</b>	35	33	36	33	43	43	51	57	59	52
<b>TOTAL</b>	<b>4,304</b>	<b>4,370</b>	<b>4,449</b>	<b>4,490</b>	<b>4,502</b>	<b>4,448</b>	<b>4,301</b>	<b>4,094</b>	<b>3,908</b>	<b>3,662</b>
<b>MONMOUTH COUNTY</b>	30.4%	30.1%	29.6%	29.5%	29.6%	30.3%	31.3%	30.4%	28.9%	28.7%
<b>TOTAL IN-STATE</b> (including Monmouth Co.)	86.4%	85.4%	84.7%	84.5%	82.7%	81.3%	80.5%	78.6%	77.5%	76.2%
<b>OUT-OF-STATE</b>	12.8%	13.8%	14.5%	14.7%	16.4%	17.7%	18.3%	20.0%	21.0%	22.3%
<b>INTERNATIONAL</b>	0.8%	0.8%	0.8%	0.7%	1.0%	1.0%	1.2%	1.4%	1.5%	1.4%

TABLE E.6 (continued)

## UNDERGRADUATES BY GEOGRAPHIC ORIGIN

## PART-TIME UNDERGRADUATES

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
<b>IN-STATE:</b>										
Atlantic	4	0	0	2	1	0	0	1	0	1
Bergen	6	5	9	9	6	4	4	4	5	3
Burlington	5	7	3	4	1	2	1	6	2	2
Camden	2	1	1	0	3	1	2	2	1	1
Cape May	2	1	0	1	0	1	1	1	2	0
Cumberland	0	0	0	0	0	0	1	0	0	0
Essex	5	3	2	2	3	2	6	2	2	1
Gloucester	2	0	0	0	1	1	0	0	0	0
Hudson	0	0	1	2	0	0	0	1	0	0
Hunterdon	2	0	3	1	2	2	1	2	4	1
Mercer	1	1	2	3	1	4	6	2	4	1
Middlesex	24	19	21	23	14	14	8	12	10	12
Monmouth	177	154	127	114	125	96	87	91	96	80
Morris	3	5	8	2	3	3	1	2	4	5
Ocean	36	41	38	39	29	36	18	19	21	18
Passaic	3	3	1	0	0	1	1	0	0	4
Salem	0	0	0	0	0	0	0	1	0	0
Somerset	5	8	3	3	6	3	3	3	2	6
Sussex	2	0	1	2	0	0	1	1	0	0
Union	6	4	7	2	1	6	1	2	6	1
Warren	1	2	4	1	0	2	0	2	1	0
<b>OUT-OF-STATE</b>	14	8	9	5	8	4	7	13	10	13
<b>INTERNATIONAL</b>	3	2	1	2	0	0	0	3	2	0
<b>TOTAL</b>	<b>303</b>	<b>264</b>	<b>241</b>	<b>217</b>	<b>204</b>	<b>182</b>	<b>149</b>	<b>170</b>	<b>172</b>	<b>149</b>
<b>MONMOUTH COUNTY</b>	58.4%	58.3%	52.7%	52.5%	61.3%	52.7%	58.4%	53.5%	55.8%	53.7%
<b>TOTAL IN-STATE</b> (including Monmouth Co.)	94.4%	96.2%	95.9%	96.8%	96.1%	97.8%	95.3%	90.6%	93.0%	91.3%
<b>OUT-OF-STATE</b>	4.6%	3.0%	3.7%	2.3%	3.9%	2.2%	4.7%	7.6%	5.8%	8.7%
<b>INTERNATIONAL</b>	1.0%	0.8%	0.4%	0.9%	0.0%	0.0%	0.0%	1.8%	1.2%	0.0%

TABLE E.6 (continued)

## UNDERGRADUATES BY GEOGRAPHIC ORIGIN

## TOTAL UNDERGRADUATES (FULL-TIME AND PART-TIME)

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
<b>IN-STATE:</b>										
Atlantic	55	45	48	48	52	45	48	38	33	32
Bergen	246	262	276	281	282	286	256	253	241	231
Burlington	148	139	119	116	128	110	120	104	110	104
Camden	96	99	104	90	81	59	52	56	46	46
Cape May	20	14	21	23	23	20	13	11	14	16
Cumberland	23	21	23	22	14	15	14	10	13	11
Essex	124	121	131	144	135	132	105	93	98	77
Gloucester	59	61	48	42	47	41	42	42	42	41
Hudson	40	51	54	57	55	55	53	56	56	59
Hunterdon	56	52	63	53	43	42	37	39	41	41
Mercer	102	108	107	100	86	104	94	94	91	64
Middlesex	455	426	410	440	437	417	392	356	324	306
Monmouth	1,485	1,471	1,446	1,439	1,458	1,443	1,434	1,337	1,224	1,132
Morris	166	175	171	190	177	174	162	157	155	131
Ocean	481	488	515	495	458	428	392	375	354	347
Passaic	101	105	114	125	121	115	95	92	101	86
Salem	6	4	5	7	8	6	8	5	5	2
Somerset	127	124	122	114	105	90	85	76	59	61
Sussex	63	56	46	40	39	45	45	41	43	31
Union	104	120	134	133	130	138	126	110	111	86
Warren	49	46	47	46	38	29	30	27	26	24
<b>OUT-OF-STATE</b>	563	611	652	667	746	793	796	832	832	831
<b>INTERNATIONAL</b>	38	35	37	35	43	43	51	60	61	52
<b>TOTAL</b>	<b>4,607</b>	<b>4,634</b>	<b>4,693</b>	<b>4,707</b>	<b>4,706</b>	<b>4,630</b>	<b>4,450</b>	<b>4,264</b>	<b>4,080</b>	<b>3,811</b>
<b>MONMOUTH COUNTY</b>	32.2%	31.7%	30.8%	30.6%	31.0%	31.2%	32.2%	31.4%	30.0%	29.7%
<b>TOTAL IN-STATE</b> (including Monmouth Co.)	87.0%	86.1%	85.3%	85.1%	83.2%	81.9%	81.0%	79.1%	78.1%	76.8%
<b>OUT-OF-STATE</b>	12.2%	13.2%	13.9%	14.2%	15.9%	17.1%	17.9%	19.5%	20.4%	21.8%
<b>INTERNATIONAL</b>	0.8%	0.8%	0.8%	0.7%	0.9%	0.9%	1.1%	1.4%	1.5%	1.4%

## Appendix 12

### GRADUATE & DOCTORAL STUDENTS BY GEOGRAPHIC ORIGIN

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
<b>IN-STATE:</b>										
Atlantic	15	17	17	18	14	18	13	17	18	13
Bergen	36	35	42	39	35	30	40	46	44	34
Burlington	30	32	26	25	33	29	22	29	27	28
Camden	11	9	12	16	17	9	11	14	12	16
Cape May	5	2	3	3	3	3	0	1	1	2
Cumberland	1	4	5	2	3	2	3	1	1	4
Essex	35	30	33	32	40	36	36	32	34	24
Gloucester	7	9	5	10	8	7	4	8	12	12
Hudson	10	12	17	19	20	10	11	10	17	16
Hunterdon	13	12	9	12	8	12	20	12	14	8
Mercer	28	36	37	32	34	36	40	39	24	21
Middlesex	174	191	174	170	168	150	163	136	139	112
Monmouth	753	735	727	703	671	634	602	568	522	444
Morris	24	23	21	25	22	29	17	22	33	25
Ocean	291	312	302	269	280	271	263	232	194	190
Passaic	17	18	19	24	17	24	23	23	15	11
Salem	0	1	0	1	2	1	2	1	1	0
Somerset	29	31	30	32	28	26	22	23	32	29
Sussex	5	4	4	6	6	10	10	9	8	9
Union	44	51	48	50	48	44	45	36	35	34
Warren	6	9	4	7	7	6	6	6	5	3
<b>OUT-OF-STATE</b>	92	90	69	85	114	96	96	107	138	152
<b>INTERNATIONAL</b>	83	98	97	84	56	54	54	39	30	29
<b>TOTAL</b>	<b>1709</b>	<b>1761</b>	<b>1701</b>	<b>1664</b>	<b>1634</b>	<b>1537</b>	<b>1503</b>	<b>1411</b>	<b>1356</b>	<b>1216</b>
<b>MONMOUTH COUNTY</b>	44.1%	41.7%	42.7%	42.2%	41.1%	41.2%	40.1%	40.3%	38.5%	36.5%
<b>TOTAL IN-STATE</b>										
(including Monmouth Co.)	89.8%	89.3%	90.2%	89.8%	89.6%	90.2%	90.0%	89.7%	87.6%	85.1%
<b>OUT-OF-STATE</b>	5.4%	5.1%	4.1%	5.1%	7.0%	6.2%	6.4%	7.6%	10.2%	12.5%
<b>INTERNATIONAL</b>	4.9%	5.6%	5.7%	5.0%	3.4%	3.5%	3.6%	2.8%	2.2%	2.4%



## Appendix 13

### UNDERGRADUATES BY GENDER AND ETHNICITY

#### FULL-TIME FEMALES

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
African Amer/Black	95	104	108	117	108	106	102	88	86	73
Asian	68	77	84	93	80	78	70	66	55	51
Hawaiian/Pacific Isl.	0	1	1	1	0	0	1	2	0	0
Hispanic/Latino	253	273	302	337	376	374	391	421	434	429
Native American	4	4	5	5	4	2	0	0	0	2
White	1986	2003	1941	1855	1865	1812	1774	1728	1684	1630
Two or more races	49	54	49	47	57	68	67	69	66	63
Other/Unknown	70	62	82	93	103	110	116	90	69	52
Non-resident alien	18	17	16	18	21	18	24	29	28	27
<b>TOTAL</b>	<b>2543</b>	<b>2595</b>	<b>2588</b>	<b>2566</b>	<b>2614</b>	<b>2568</b>	<b>2545</b>	<b>2493</b>	<b>2422</b>	<b>2327</b>

#### FULL-TIME MALES

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
African Amer/Black	95	108	116	124	108	111	121	119	115	107
Asian	41	40	58	64	58	49	46	36	37	31
Hawaiian/Pacific Isl.	2	1	1	0	0	0	0	0	1	0
Hispanic/Latino	157	175	194	211	235	240	210	212	206	202
Native American	1	1	1	0	1	2	2	3	2	1
White	1347	1329	1363	1383	1335	1334	1241	1099	993	894
Two or more races	43	49	43	52	52	45	47	40	44	37
Other/Unknown	58	56	66	75	78	74	67	64	57	38
Non-resident alien	17	16	20	15	21	25	22	28	31	25
<b>TOTAL</b>	<b>1761</b>	<b>1775</b>	<b>1862</b>	<b>1924</b>	<b>1888</b>	<b>1880</b>	<b>1756</b>	<b>1601</b>	<b>1486</b>	<b>1335</b>

#### FULL-TIME COMBINED (FEMALE, MALE)

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
African Amer/Black	190	212	224	241	216	217	223	207	201	180
Asian	109	117	142	157	138	127	116	102	92	82
Hawaiian/Pacific Isl.	2	2	2	1	0	0	1	2	1	0
Hispanic/Latino	410	448	496	548	611	614	601	633	640	631
Native American	5	5	6	5	5	4	2	3	2	3
White	3333	3332	3304	3238	3200	3146	3015	2827	2677	2524
Two or more races	92	103	92	99	109	113	114	109	110	100
Other/Unknown	128	118	148	168	181	184	183	154	126	90
Non-resident alien	35	33	36	33	42	43	46	57	59	52
<b>TOTAL</b>	<b>4304</b>	<b>4370</b>	<b>4450</b>	<b>4490</b>	<b>4502</b>	<b>4448</b>	<b>4301</b>	<b>4094</b>	<b>3908</b>	<b>3662</b>

**TABLE E.4**  
(continued)

**UNDERGRADUATES BY GENDER AND ETHNICITY**

**PART-TIME FEMALES**

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
African Amer/Black	13	4	7	3	5	1	3	5	4	3
Asian	5	2	5	2	1	6	3	4	5	3
Hawaiian/Pacific Isl.	0	0	0	0	0	0	0	0	0	0
Hispanic/Latino	13	11	14	12	9	10	10	10	12	9
Native American	1	0	0	1	0	1	1	0	0	0
White	123	116	99	69	81	64	50	60	51	50
Two or more races	1	0	1	2	1	1	4	1	1	0
Other/Unknown	24	27	15	17	17	17	17	18	21	13
Non-resident alien	3	1	1	0	0	0	0	1	1	0
<b>TOTAL</b>	<b>183</b>	<b>161</b>	<b>142</b>	<b>106</b>	<b>114</b>	<b>100</b>	<b>88</b>	<b>99</b>	<b>95</b>	<b>78</b>

**PART-TIME MALES**

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
African Amer/Black	5	2	2	8	7	1	3	4	4	4
Asian	2	10	3	4	2	4	0	2	1	1
Hawaiian/Pacific Isl.	0	0	0	0	0	0	0	0	0	0
Hispanic/Latino	7	10	12	14	10	7	4	4	10	6
Native American	0	0	0	0	0	0	0	0	0	0
White	87	69	71	67	64	54	41	48	48	50
Two or more races	1	3	4	1	1	1	1	0	0	2
Other/Unknown	18	8	9	15	6	15	12	11	13	8
Non-resident alien	0	1	0	2	0	0	0	2	1	0
<b>TOTAL</b>	<b>120</b>	<b>103</b>	<b>101</b>	<b>111</b>	<b>90</b>	<b>82</b>	<b>61</b>	<b>71</b>	<b>77</b>	<b>71</b>

**PART-TIME COMBINED (FEMALE, MALE)**

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
African Amer/Black	18	6	9	11	12	2	6	9	8	7
Asian	7	12	8	6	3	10	3	6	6	4
Hawaiian/Pacific Isl.	0	0	0	0	0	0	0	0	0	0
Hispanic/Latino	20	21	26	26	19	17	14	14	22	15
Native American	1	0	0	1	0	1	1	0	0	0
White	210	185	170	136	145	118	91	108	99	100
Two or more races	2	3	5	3	2	2	5	1	1	2
Other/Unknown	42	35	24	32	23	32	29	29	34	21
Non-resident alien	3	2	1	2	0	0	0	3	2	0
<b>TOTAL</b>	<b>303</b>	<b>264</b>	<b>243</b>	<b>217</b>	<b>204</b>	<b>182</b>	<b>149</b>	<b>170</b>	<b>172</b>	<b>149</b>

**TABLE E.4**  
(continued)

**UNDERGRADUATES BY GENDER AND ETHNICITY**

**ALL FEMALES (FULL-TIME, PART-TIME)**

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
African Amer/Black	108	108	115	120	113	107	105	93	90	76
Asian	73	79	89	95	81	84	73	70	60	54
Hawaiian/Pacific Isl.	0	1	1	1	0	0	1	2	0	0
Hispanic/Latino	266	284	316	349	385	384	401	431	446	438
Native American	5	4	5	6	4	3	1	0	0	2
White	2109	2119	2040	1924	1946	1876	1824	1788	1735	1680
Two or more races	50	54	50	49	58	69	71	70	67	63
Other/Unknown	94	89	97	110	120	127	133	108	90	65
Non-resident alien	21	18	17	18	21	18	24	30	29	27
<b>TOTAL</b>	<b>2726</b>	<b>2756</b>	<b>2730</b>	<b>2672</b>	<b>2728</b>	<b>2668</b>	<b>2633</b>	<b>2592</b>	<b>2517</b>	<b>2405</b>

**ALL MALES (FULL-TIME, PART-TIME)**

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
African Amer/Black	100	110	118	132	115	112	124	123	119	111
Asian	43	50	61	68	60	53	46	38	38	32
Hawaiian/Pacific Isl.	2	1	1	0	0	0	0	0	1	0
Hispanic/Latino	164	185	206	225	245	247	214	216	216	208
Native American	1	1	1	0	1	2	2	3	2	1
White	1434	1398	1434	1450	1399	1388	1282	1147	1041	944
Two or more races	44	52	47	53	53	46	48	40	44	39
Other/Unknown	76	64	75	90	84	89	79	75	70	46
Non-resident alien	17	17	20	17	21	25	22	30	32	25
<b>TOTAL</b>	<b>1881</b>	<b>1878</b>	<b>1963</b>	<b>2035</b>	<b>1978</b>	<b>1962</b>	<b>1817</b>	<b>1672</b>	<b>1563</b>	<b>1406</b>

**ALL COMBINED (FEMALE, MALE, FULL-TIME, PART-TIME)**

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
African Amer/Black	208	218	233	252	228	219	229	216	209	187
Asian	116	129	150	163	141	137	119	108	98	86
Hawaiian/Pacific Isl.	2	2	2	1	0	0	1	2	1	0
Hispanic/Latino	430	469	522	574	630	631	615	647	662	646
Native American	6	5	6	6	5	5	3	3	2	3
White	3543	3517	3474	3374	3345	3264	3106	2935	2776	2624
Two or more races	94	106	97	102	111	115	119	110	111	102
Other/Unknown	170	153	172	200	204	216	212	183	160	111
Non-resident alien	38	35	37	35	42	43	46	60	61	52
<b>TOTAL</b>	<b>4607</b>	<b>4634</b>	<b>4693</b>	<b>4707</b>	<b>4706</b>	<b>4630</b>	<b>4450</b>	<b>4264</b>	<b>4080</b>	<b>3811</b>

## Appendix 14

### GRADUATE & DOCTORAL STUDENTS BY GENDER AND ETHNICITY

#### FULL-TIME FEMALES

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
African Amer/Black	30	31	30	31	30	21	27	21	30	18
Asian	15	11	13	15	12	12	12	9	16	12
Hawaiian/Pacific Isl.	2	2	2	1	1	0	0	1	1	0
Hispanic/Latino	32	41	43	46	46	46	43	44	77	54
Native American	1	1	1	1	0	0	1	0	0	0
White	339	348	403	371	359	367	327	332	387	314
Two or more races	9	7	5	7	12	8	5	5	10	8
Other/Unknown	24	26	29	34	37	27	23	12	18	28
Non-resident alien	30	28	40	23	20	17	20	15	10	10
<b>TOTAL</b>	<b>482</b>	<b>495</b>	<b>566</b>	<b>529</b>	<b>517</b>	<b>498</b>	<b>458</b>	<b>439</b>	<b>549</b>	<b>444</b>

#### FULL-TIME MALES

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
African Amer/Black	4	6	14	9	6	7	3	12	16	9
Asian	5	8	8	7	2	3	4	5	5	5
Hawaiian/Pacific Isl.	0	0	0	0	0	0	0	0	0	1
Hispanic/Latino	11	10	7	10	9	13	18	20	15	9
Native American	0	0	2	0	0	0	0	0	0	0
White	112	117	98	101	91	103	97	112	113	106
Two or more races	4	4	1	3	3	3	3	3	3	2
Other/Unknown	8	11	6	5	4	12	7	4	7	7
Non-resident alien	36	43	35	32	22	19	21	12	12	14
<b>TOTAL</b>	<b>180</b>	<b>199</b>	<b>171</b>	<b>167</b>	<b>137</b>	<b>160</b>	<b>153</b>	<b>168</b>	<b>171</b>	<b>153</b>

#### FULL-TIME COMBINED (MALE, FEMALE)

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
African Amer/Black	34	37	44	40	36	28	30	33	46	27
Asian	20	19	21	22	14	15	16	14	21	17
Hawaiian/Pacific Isl.	2	2	2	1	1	0	0	1	1	1
Hispanic/Latino	43	51	50	56	55	59	61	64	92	63
Native American	1	1	3	1	0	0	1	0	0	0
White	451	465	501	472	450	470	424	444	500	420
Two or more races	13	11	6	10	15	11	8	8	13	10
Other/Unknown	32	37	35	39	41	39	30	16	25	35
Non-resident alien	66	71	75	55	42	36	41	27	22	24
<b>TOTAL</b>	<b>662</b>	<b>694</b>	<b>737</b>	<b>696</b>	<b>654</b>	<b>658</b>	<b>611</b>	<b>607</b>	<b>720</b>	<b>597</b>

TABLE E.10 (continued)

## GRADUATE &amp; DOCTORAL STUDENTS BY GENDER AND ETHNICITY

## PART-TIME FEMALES

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
African Amer/Black	77	82	59	69	78	71	75	69	64	46
Asian	56	50	41	43	42	38	42	35	25	22
Hawaiian/Pacific Isl.	5	3	2	2	1	1	0	0	0	0
Hispanic/Latino	48	55	55	71	66	69	67	64	44	54
Native American	3	1	0	1	0	1	0	0	0	0
White	563	555	502	475	500	443	465	435	356	336
Two or more races	11	8	6	11	8	10	5	5	2	3
Other/Unknown	48	52	62	54	45	37	33	35	10	11
Non-resident alien	12	16	6	12	6	9	7	5	2	4
<b>TOTAL</b>	<b>823</b>	<b>822</b>	<b>733</b>	<b>738</b>	<b>746</b>	<b>679</b>	<b>694</b>	<b>648</b>	<b>503</b>	<b>476</b>

## PART-TIME MALES

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
African Amer/Black	15	14	8	13	14	13	14	12	13	9
Asian	11	17	11	10	12	11	11	7	8	6
Hawaiian/Pacific Isl.	0	0	0	0	0	0	0	0	1	0
Hispanic/Latino	9	10	12	15	17	9	7	9	11	19
Native American	0	1	0	1	1	1	1	1	0	0
White	158	166	154	148	160	139	138	110	88	98
Two or more races	3	2	4	4	5	4	2	2	1	2
Other/Unknown	23	24	26	22	17	14	19	8	5	8
Non-resident alien	5	11	16	17	8	9	6	7	6	1
<b>TOTAL</b>	<b>224</b>	<b>245</b>	<b>231</b>	<b>230</b>	<b>234</b>	<b>200</b>	<b>198</b>	<b>156</b>	<b>133</b>	<b>143</b>

## PART-TIME COMBINED (MALE, FEMALE)

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
African Amer/Black	92	96	67	82	92	84	89	81	77	55
Asian	67	67	52	53	54	49	53	42	33	28
Hawaiian/Pacific Isl.	5	3	2	2	1	1	0	0	1	0
Hispanic/Latino	57	65	67	86	83	78	74	73	55	73
Native American	3	2	0	2	1	2	1	1	0	0
White	721	721	656	623	660	582	603	545	444	434
Two or more races	14	10	10	15	13	14	7	7	3	5
Other/Unknown	71	76	88	76	62	51	52	43	15	19
Non-resident alien	17	27	22	29	14	18	13	12	8	5
<b>TOTAL</b>	<b>1,047</b>	<b>1,067</b>	<b>964</b>	<b>968</b>	<b>980</b>	<b>879</b>	<b>892</b>	<b>804</b>	<b>636</b>	<b>619</b>

TABLE E.10 (continued)

## GRADUATE &amp; DOCTORAL STUDENTS BY GENDER AND ETHNICITY

## ALL FEMALES (FULL-TIME, PART-TIME)

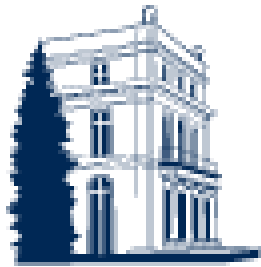
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
African Amer/Black	107	113	89	100	108	92	102	90	94	64
Asian	71	61	54	58	54	50	54	44	41	34
Hawaiian/Pacific Isl.	7	5	4	3	2	1	0	1	1	0
Hispanic/Latino	80	96	98	117	112	115	110	108	121	108
Native American	4	2	1	2	0	1	1	0	0	0
White	902	903	905	846	859	810	792	767	743	650
Two or more races	20	15	11	18	20	18	10	10	12	11
Other/Unknown	72	78	91	88	82	64	56	47	28	39
Non-resident alien	42	44	46	35	26	26	27	20	12	14
<b>TOTAL</b>	<b>1,305</b>	<b>1,317</b>	<b>1,299</b>	<b>1,267</b>	<b>1,263</b>	<b>1,177</b>	<b>1,152</b>	<b>1,087</b>	<b>1,052</b>	<b>920</b>

## ALL MALES (FULL-TIME, PART-TIME)

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
African Amer/Black	19	20	22	22	20	20	17	24	29	18
Asian	16	25	19	17	14	14	15	12	13	11
Hawaiian/Pacific Isl.	0	0	0	0	0	0	0	0	1	1
Hispanic/Latino	20	20	19	25	26	22	25	29	26	28
Native American	0	1	2	1	1	1	1	1	0	0
White	270	283	252	249	251	242	235	222	201	204
Two or more races	7	6	5	7	8	7	5	5	4	4
Other/Unknown	31	35	32	27	21	26	26	12	12	15
Non-resident alien	41	54	51	49	30	28	27	19	18	15
<b>TOTAL</b>	<b>404</b>	<b>444</b>	<b>402</b>	<b>397</b>	<b>371</b>	<b>360</b>	<b>351</b>	<b>324</b>	<b>304</b>	<b>296</b>

## ALL COMBINED (MALE, FEMALE, FULL-TIME, PART-TIME)

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
African Amer/Black	126	133	111	122	128	112	119	114	123	82
Asian	87	86	73	75	68	64	69	56	54	45
Hawaiian/Pacific Isl.	7	5	4	3	2	1	0	1	2	1
Hispanic/Latino	100	116	117	142	138	137	135	137	147	136
Native American	4	3	3	3	1	2	2	1	0	0
White	1,172	1,186	1,157	1,095	1,110	1,052	1,027	989	944	854
Two or more races	27	21	16	25	28	25	15	15	16	15
Other/Unknown	103	113	123	115	103	90	82	59	40	54
Non-resident alien	83	98	97	84	56	54	54	39	30	29
<b>TOTAL</b>	<b>1,709</b>	<b>1,761</b>	<b>1,701</b>	<b>1,664</b>	<b>1,634</b>	<b>1,537</b>	<b>1,503</b>	<b>1,411</b>	<b>1,356</b>	<b>1,216</b>



**MONMOUTH**  
**UNIVERSITY**

## **Standard 1 Handbook**

### **Mission and Goals**

**Middle States Commission on Higher Education**

Dr. Patrick F. Leahy, President  
Dr. Pamela Scott-Johnson, Provost  
Christine Benol, Academic Liaison Officer  
Dr. Tracy Mulvaney, Co-Chair  
Dr. Richard Veit, Co-Chair

## Contents

Committee Membership.....	3
Work Group Committee Charge.....	3
Team Member Roles.....	4
Standards and Criteria.....	5
Lines of Inquiry.....	6
Institutional Priorities .....	6
Strategic Plan Themes.....	6
Evidence Collection and Cataloging.....	8
Meeting Minutes and Agendas .....	11
Timeline .....	11





## Committee Membership

Committee Membership	Title/Affiliation	Role
J. P. Hanley	Chair, Department of English, School of Humanities and Social Sciences	Co-chair
Leah Lazzaro	Assistant Dean, School of Social Work	Co-Chair
Amy Arlequin	Deputy Title IX Coordinator and Clery Compliance Officer	Member
Doug Collier	Director of Professional Outreach and Engagement, Department of Criminal Justice, School of Humanities and Social Sciences	Member
Catherine Duckett	Associate Dean, School of Science	Member
Christa Hogan	Lecturer, BSW Program Director, School of Social Work	Member
Saliba Sarsar	Professor, Department of Political Science, School of Humanities and Social Sciences	Member
Danielle Schrama	Director of Academic Advising	Member
Jennifer Shamrock	Lecturer, Department of Communication, School of Humanities and Social Sciences	Member
Patrick Walden	Associate Prof. And Chair, Speech Language Pathology, School of Education	Member
Student Member	To be assigned	Member

## Work Group Committee Charge

- The working group will meet at least once monthly, beginning in September 2023, to complete the requirements of its charge.
- Each working group will keep minutes of all meetings, and these will be stored on the Microsoft Teams site under the individual standards.
- The membership of each group will read and develop familiarity with the Middle States Requirements of Affiliation and Standards for Accreditation, 13<sup>th</sup> edition.
- Work groups will gather and organize evidence through an investigative process by January 2024.
- Each work group will submit an outline to the steering committee by January 31, 2024.
- The first draft report will be submitted by each committee to the steering committee by May 30, 2024. The report will focus on how well the institution is meeting the expectations defined by the Standard for Accreditation and Requirement(s) of Affiliation assigned to the working group and how well our operations align with our strategic directions and priorities. The report should include analysis of the institution's strengths

and weaknesses as well as its challenges and opportunities in regard to the Standard, Requirement(s), and components of the Strategic Plan in question. The report should also include no more than three recommendations that the working group would like to make on areas for improvement identified during this process.

- The work groups will revise the document after stakeholder feedback and resubmit by September 30, 2024
- Continue to review and revise the document through the subsequent iterations.
- Attending site visit meetings that are relevant.

## Team Member Roles

Each Team is comprised of two co-chairs and 5-7 team members. The following roles should be assigned to the team members:

1. Co-chairs: lead the teams, organize the work
2. Lead Report writer (Co-Chairs): this is the person who will take the drafts from the committee criterion groups and revise it to be one voice. They will then send the draft to the MSCHE co-chairs once it has been edited.
3. Editor: 1-2 committee members that will edit the report draft prior to submission to the steering committees
4. Secretary: Keeps minutes. Uploads minutes into the folders.
5. Evidence Coordinator: Ensures evidence is in the evidence folder and labled appropriately. Submits a running list of the evidence to the co-chairs of the MSCHE effort when requested.
6. Meeting Logistics: Sets up meeting links or rooms and informs committee where the meetings will take place.

## Committee Expectations

- Monthly meetings starting in the Fall
- Upload all minutes/documents in Teams
- Everyone contributes to the lift!!!! Assign roles and tasks
- Meet the timeline DEADLINES
- Bring Questions or concerns to liaisons

- Participate in on campus site meetings
- Review old Self-Study for standard
- Communicate opening with each other
- TRY TO HAVE SOME FUN!!!!

## Standards and Criteria

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

### Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

1. clearly defined mission and goals that:
  - a. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement;
  - b. address external as well as internal contexts and constituencies;
  - c. are approved and supported by the governing body;
  - d. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes;
  - e. include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution;
  - f. are publicized and widely known by the institution's internal stakeholders;
  - g. are periodically evaluated;
2. institutional goals that are realistic, appropriate to higher education, and consistent with mission;
3. goals that focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission; and
4. periodic assessment of mission and goals to ensure they are relevant and achievable.

## Lines of Inquiry

Lines of inquiry are questions that guide the self-study writing process and related to the standard criteria, institutional priorities and

1. How does Monmouth University ensure a collaborative process in the creation of the mission, vision and strategic plan with goals that are realistic, appropriate to higher education and consistent?
2. How does the mission of Monmouth University define its purpose and the students it serves?
3. In what ways does the institution's mission align with the themes/goals of the strategic plan?
4. How does the institution demonstrate prioritization of resource allocation to meet its mission?
5. Where is the Monmouth Mission publicized and how does the university ensure it is woven into the institutional vernacular by all stakeholders?
6. What was the process of the Board of Trustees in approving the mission and strategic plan, and how do they support it?
7. How does Monmouth University periodically the effectiveness of the mission and strategic plan themes?

## Institutional Priorities

There will be seven work groups that will inform the Self-Study on each of the seven MSCHE standards and related requirements for affiliation. The institutional mission and priorities will guide the entirety of the self-study process; however, the Work Groups listed below will explicitly address the indicated Institutional Priority:

- Priority #1 Invest in Academic Excellence: Work Groups 3,5
- Priority #2 Enhance the Student Experience: Work Groups 4,5
- Priority #3 Cultivate a Diverse & Inclusive Campus Community: Work Group 1,2

## Strategic Plan Themes

### Theme 1. Invest in Academic Excellence

Monmouth University prepares students to live happy, healthy, and productive lives that are marked by creative pursuits, innovative contributions to their profession, and cultural competence and connectedness that improves lives in their community and around the globe. Monmouth students benefit from high-impact pedagogical practices such as service-learning courses, faculty-led study abroad programs, senior seminars, and valuable internships with business and

organizations. We value the foundation that a liberal arts education provides and prepare students with the knowledge and discipline-specific skills they need to be leaders in their professions.

#### Theme 2. Enhance the student Experience

Monmouth University is committed to developing global citizens, who actively engage in their community, and are prepared for a well-lived life post-commencement. To meet this goal, Monmouth must provide a modern way for students to actively engage in the Monmouth community and build meaningful relationships for personal and professional growth.

#### Theme 3. Cultivate a Diverse & Inclusive Campus Community

Monmouth University works to create an environment of equity and inclusion which respects and affirms the inherent dignity, value, and uniqueness of all individuals, communities, and life experiences. Our practices reflect awareness and understanding of the complexity of identity and the increasing interconnectedness of our world. It is our responsibility to promote and maintain a community of compassion, embracing the rich dimensions of diversity, and facilitating opportunities for understanding and the expression of both individual and shared experiences.

#### Theme 4. Improve Identify and Infrastructure

Monmouth University is committed to building its reputation for excellence in teaching and learning by providing an environment that is highly personalized and interdisciplinary. Monmouth University will serve as the high-value alternative delivering a world-class, personalized education to our students and friends, worldwide.

#### Theme 5. Modernize Infrastructure

Monmouth University's campus is already one of the most beautiful campuses in the nation, mixing old, historic buildings with new, state-of-the-art facilities into a unified experience. However, gaps exist in making it as competitive as possible in the 21<sup>st</sup> century.

#### Theme 6. Ensure Financial Stability

Approximately 95% of Monmouth's annual operating budget relies on the strength of our enrollment. Our diverse student body consists of 6,000 students (4,450 undergraduates and 1,500

grads) enrolled in a variety of undergraduate, graduate, and doctoral programs. Immediate priorities for our five-year plan include preparing for the anticipated demographic decline in the number of high school students matriculating to college at the undergraduate level. We will also respond strategically to the graduate and doctoral marketplace by providing support and resources that best support our students and faculty in these programs. We will strive to maintain a competitive price point and high-value academic experience for aspiring Hawks at all levels. Now, more than ever, Monmouth needs to strengthen its financial footing to make Monmouth an accessible option for students in the state of NJ, and beyond. In order to do so, Monmouth will embark on an ambitious, but exciting comprehensive fundraising campaign to take our students now and in the future to even greater heights, raising the profile of the University and the programs within.

## Evidence Collection and Cataloging

Each work group committee has access to the Microsoft teams site. Figures 1-5 provide screenshots that will be helpful to committee members when working on their evidence collection. Each Standard has the following folders in their site: Meetings\_and\_Agendas, Evidence, Final\_document\_to\_steering\_committee, Reports. In addition, there is a word document that explains the file structure.

### ***Collection of Evidence:***

All Evidence will be collected, named and uploaded into the “evidence” folder of the designated standard in the Teams site.

### ***Naming Convention for all Files***

All evidence will be gathered and uploaded into the evidence file for your standard and will be named accordingly:

**Sample File: S1\_C2a\_Namethedocument\_ver\_**

***KEY***

**S1**: Standard 1

C2a: Criteria 2, evidence a (indicating the first evidence you are selecting for that standard/criteria)

Namethedocument: The commonly used name for the document

Ver: Version if the evidence is one that may change over time (e.g self study draft for your standard)

Here is an example of how to name a document: S1\_C1a\_MUStrategicPlan\_ver1. This file is the first file uploaded for standard 1, criterion 1, therefore is labeled “S1\_C1a\_” The common name is the MU Strategic Plan and it’s the one and only version.

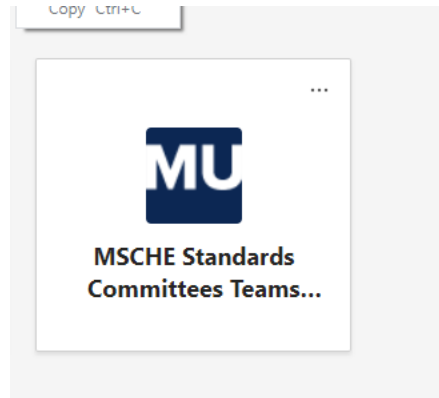
The next document added for standard 1 criterion 2 would get the alpha designation b (S1\_C1b\_namethedocument\_ver)

### *Uploading Files to the Microsoft Teams Site*

Work Group members for each standard have access to their standard through Microsoft Teams. Please follow instructions below.

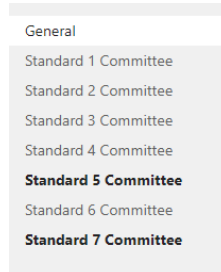
1. Click on the Appropriate team:

*Figure 1. MSCHE Standard Committees Teams*



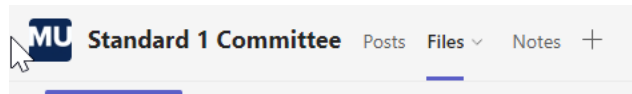
2. On the left-hand column, select the standard you are assigned to

*Figure 2 Standards Committees in Team Folder*



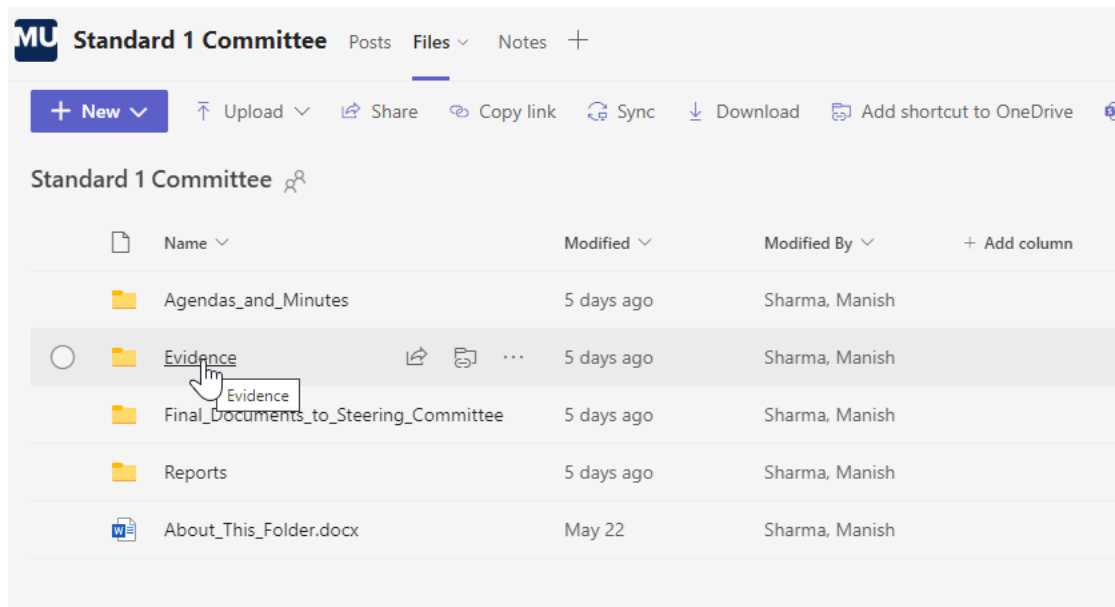
3. At the top of the page select Files. This will populate all files within your standards

*Figure 3. Standard Committee File Selection*



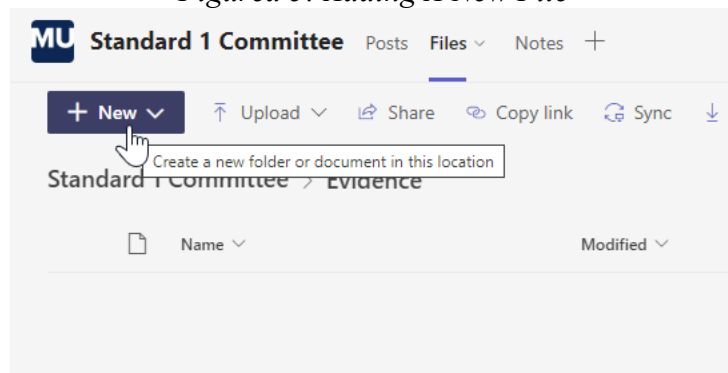
4. Select the Evidence Folder

*Figure 4 Standard Committee Folders*



5. Click the + New Icon to add a new file

*Figured 5: Adding A New File*





## Meeting Minutes and Agendas

All meeting minutes and agendas will be stored in the “Agendas\_and\_Minutes” folder in the file. To locate the file please refer to the Figure 4 *Standard Committee Folders* above. All minutes should include the following: Date, Attendance, what the committee discussed, what action is to be taken, and who will be assigned to the action.

They should be named by as follows: For agendas, S1\_MeetingAgenda\_Date For Minutes:S1\_MeetingMinutes\_Date.

## Timeline

DATE	Milestone
<b>September 2022</b>	Provost selects MU MSCHE Steering Committee
<b>October-November 2022</b>	Steering Committee Attends the Self-Study Institute
<b>December 2022</b>	MU Team attends national MSCHE Conference
<b>January 2023</b>	Communication Plan/website Development to be shared with Steering Community
<b>November 2022- January 2023</b>	Co-chairs and SC develop the Self Study Design Plan
<b>January 2023</b>	Select Work Group Chairs
<b>February 2023</b>	Submit the Self Study Design Plan to Liaison for Feedback Select Work Group Committees Charge Work Group Committees
<b>March-April 2023</b>	ROLL OUT Middle States to Stakeholder Groups and Community. Monmouth Middle STATES KICK OFF Event(s)
<b>April 2023</b>	MSCHE Liaison site visit (1)
<b>July 2023</b>	Submit revised and final Self-Study Design
<b>August 2023- January 2024</b>	Work Groups gather and organize evidence through thorough investigation (stakeholder input, data, evidence)
<b>January 31, 2024</b>	Work Groups submit outlines to the Steering Committee
<b>March 2024</b>	Site Team Lead Selected (When will they visit)
<b>May 2024</b>	Work Groups submit drafts (1) to the Steering Committee to share with stakeholders Stakeholders review draft for feedback
<b>June 2024</b>	Work Groups revise drafts (1)
<b>July 2024</b>	Steering Committee Reviews drafts (1) with feedback and edits
<b>August 2024</b>	Editing by Writing Faculty or Professionally
<b>September 2024</b>	Review and Revise based on edits (2)
<b>October 2024</b>	Submit to MSCHE Lead for feedback
<b>November 2024</b>	Review and Revise (3)
<b>December 2024</b>	Site Team is identified, reviewed and confirmed
<b>January 2025</b>	Final Edits and Publication (framing)
<b>Early February 2025</b>	Board of Trustees Review

<b>Late February 2025</b>	Stakeholder Communication of Self Study (Town Halls, Constituency Meetings)
<b>February 28, 2025</b>	<b>SUBMIT FINAL Self Study</b>
<b>February-April 2025</b>	<b>Prepare for Site Visit</b>
<b>April 2025</b>	<b>Site Visit</b>
<b>July 2025</b>	Commission notifies the President of findings