



Felician University Self-Study
MIDDLE STATES COMMISSION
ON HIGHER EDUCATION

Dr. Anne Prisco, *President*
SEPTEMBER 16, 2019

RUTHERFORD & LODI, NEW JERSEY



MIDDLE STATES SELF-STUDY

Table of Contents

Table of Figures.....	3
Compliance Certification Statement.....	4
Executive Summary.....	5
Introduction.....	8
Standard 1 – Mission and Goals.....	10
Standard 2 – Ethics and Integrity.....	17
Standard 3 – Design and Delivery of the Student Learning Experience.....	25
Standard 4 – Support of the Student Experience.....	36
Standard 5 – Educational Effectiveness Assessment.....	45
Standard 6 – Planning, Resources, and Institutional Improvement.....	56
Standard 7 – Governance, Leadership, and Administration.....	65
Summary.....	74
Requirements of Affiliation	86
Evidence Inventory	86

Table of Figures

Figure 2.1: Minority Student Enrollment Fall 2018.....	21
Figure 2.2: Vice President Enrollment Management Organizational Chart.....	23
Figure 3.1: Growth in Online and Hybrid Courses.....	26
Figure 3.2: Faculty Credentials AY 2018-2019.....	27
Figure 3.3: Ratio of Undergraduate Students to Faculty.....	28
Figure 5.1: Internship Statistics for 2017-2018.....	48
Figure 5.2: School of Business Information Systems Assessment Indicator.....	49
Figure 5.3: Graduation Rate(s) by Cohort	52
Figure 5.4: Retention of Freshmen Students by Cohorts.....	53
Figure 6.1: School of Nursing Retention Rate (UG) Fall 2014 Cohort.....	61
Figure 6.2: School of Nursing Retention Rate (UG) Fall 2015 Cohort.....	62
Figure 6.3: School of Nursing Retention Rate (UG) Fall 2016 Cohort.....	62
Figure 6.4: School of Business Assessment Indicator.....	63

Compliance Certification Statement
Reaffirm Accreditation through Self-Study

Executive Summary

Standard 1: Mission and Goals

The University's Mission is "to provide a full complement of learning experiences, reinforced with strong academic and student development programs designed to bring students to their highest potential and prepare them to meet the challenges of the new century with informed minds and understanding hearts." Its enduring purpose is "to promote a love for learning, a desire for God, self-knowledge, service to others, and respect for all creation." The Mission Statement guides Felician's commitment to support students with high quality educational opportunities as they prepare to achieve their academic goals and serve their communities.

The University engages in a five- year collaborative strategic planning process that is reviewed on an annual basis. Currently the University is working under a two- year bridge plan designed to ensure continuity and progress during this Middle States accreditation process. In either case, the mission statement and strategic goals and initiatives are assessed and evaluated annually.

Standard 2: Ethics and Integrity

Both the Felician University Mission Statement and the Felician Franciscan Values Statement set forth the expectation of the highest ethics and integrity for all who are a part of the Felician University Community. The Felician Franciscan Values:

- **Respect for human dignity** - our reverence for and commitment to promoting and protecting the dignity of persons
- **Compassion** - an empathetic consciousness of others expressed in caring service,
- **Transformation** the process that encourages an open mind and heart, leading to continuous improvement of the person and ministry,
- **Solidarity with the Poor** - ensuring the needs of the poor and vulnerable are met through advocacy and action, and
- **Justice and Peace** - forging right relationships, recreating a sustainable environment, promoting the common good – all in the pursuit of peace.

Felician's established policies, procedures, and handbooks outline expectations of the highest ethical standards for all Felician employees and students. Examples include: The Trustees Amended and Re-stated Bylaws of Felician University; Faculty Handbook; Student Handbook; Employee Handbook; Copyright Policy for Online Courses; Campus Code of Conduct; Employee Standards of Conduct; Employee Conflict of Interest Policy; Anti-Bullying Policy; Anti-Discrimination Policy; Grievance Policy; and Guidelines for Complaints Alleging Discrimination, Harassment and Retaliation.

The University maintains honesty and truthfulness in its public relations announcements, advertisements, recruiting and admissions materials and practices in both internal and external communications. Felician's Student Financial Services webpage includes student financial information such as a **Net Price Calculator**, Up-to-date Tuition and Fees Information, How to Apply for Financial Aid, How to Pay for your Education at

Felician, and Public Disclosure of Student Achievement webpage. Facts concerning enrollment, diversity, demographics, student to faculty ratio, and degrees awarded annually can be found on the Felician University Fast Facts Webpage.

Standard 3: Design and Delivery of the Student Learning Experience

Felician University is authorized by the State of New Jersey to offer Pre-Associate certificates, A.A., A.A.S. degrees, Pre-Bachelor's certificates, B.S., B.A., B.S.N., B.P.S. degrees, Post-Baccalaureate certificates, Pre-Master's Graduate certificates, M.B.A., M.S., M.A., M.S.N., M.S.H.A. degrees, Post Master's Graduate certificates, D.B.A., D.N.P., and Psy.D. degrees. All degree programs are described in detail in the Felician Undergraduate and Graduate catalogs to allow complete transparency. The University annually evaluates its educational programs and makes changes as necessary to ensure that the programs are of the highest caliber, students are succeeding, and the programs are meeting community needs.

The University has established Program Learning Outcomes for each program. All active programs are reviewed by the Institutional Assessment Council at the conclusion of each semester for alignment with strategic initiatives and assessment of the learning outcomes.

Faculty and staff are provided numerous opportunities throughout the year for professional development in support of the University's student success focused initiatives and goals.

Standard 4: Support of the Student Experience

Policies and procedures have been established in the Student Services area to facilitate appropriate archiving of student information and records, safeguarding them from access by unauthorized personnel.

The University has established support services to increase success of all students. Some examples include: Center for Academic Success, Academic Success Coaching, Early Alert Intervention Program, Undeclared Discovery Program, Services for Students with Disabilities, Center for International Programs, Barbara J. Toscano Nursing Resource and Simulation Center, SOAR (Student Orientation and Registration), EOF (Educational Opportunity Fund), FYE (First Year Experience), Student Financial Services, Real College Survey, Counseling Services, and Focus 2 Career. All services are assessed annually to provide continuous improvement in these services to students.

In addition to the support services listed above, other services to assist transfer students are available through the Tuesday and Thursday Transfer program, Felician Transfer Students' webpage, NJ Transfer website, and the Felician University Transferring Your Credit webpage. Felician University has numerous articulation agreements which are listed on the Summaries of Articulation Agreements webpage.

Standard 5: Educational Effectiveness Assessment

An annual program review process has been instituted to provide Deans and faculty with the opportunity to evaluate data and information leading to effective decision making on programmatic changes that promote

student success while meeting community needs. This allows for the improvement of programs on an ongoing basis.

Felician University is proactive in providing the public with information about student learning outcomes. The professional schools (Business, Education, and Nursing) are all required by their respective accrediting agencies to provide this information which is posted on the University website.

Nationally normed tests (ACAT and ETS) are used to assess both content knowledge and student success in the University-wide learning outcomes. Since the last Periodic Review Report, University-wide assessment has evolved and is now clearly connected to the Strategic Planning Process, University-wide learning outcomes, program outcomes, and the budgeting process.

Standard 6: Planning, Resources, and Institutional Improvement

The Strategic Plan 2014-2019 (and the current two-year Bridge Plan) outlines the University planning process and is driven by the Felician Mission. The Plan is operationalized through the identification of institutional key indicators which are shared through the University Goals dashboard and the University Scorecard. All units of the University develop initiatives annually that align with the University Strategic Plan Goals.

Other plans have also been developed that align and support the Strategic Plan. These other plans include the Felician Strategic Enrollment Plan, Campus Facilities Master Plan, and Academic Prioritization Plan. University assessment informs the work of these plans in order to further the University's mission.

Standard 7: Governance, Leadership, and Administration

The Governing Body of Felician University is the Board of Trustees. The Board of Trustees Bylaws, as well as the Amended and Restated Bylaws of Felician University, describe both the reserved powers of the Sole Member (Felician Services, Inc.) and the Board of Trustees.

The University's organizational chart summarizes the organizational and reporting structure of Felician. Vice Presidents (VP) provide leadership for the seven organizational areas of the University. These areas include the: VP, Finance and Business and CFO; VP Enrollment and Marketing; Interim VP University Advancement; VP Academic Affairs and Mission Integration; VP Administration; VP Technology, Design and Innovation (established August 2019); and the VP Student Affairs. The Vice Presidents meet weekly to ensure all areas are collaborating and working toward common University goals.

A goal of President Prisco's tenure has been to increase collaborative, shared governance throughout the University. An example is the formation of the Faculty Senate.

Introduction

Felician College began as Immaculate Conception Normal School for Felician Sisters in 1923. In 1942 the school received New Jersey State approval for Immaculate Conception Junior College and in 1964 the Sisters opened the institution to laywomen. One year later, one of the first Associate Degree Nursing Programs in New Jersey was established at the 27-acre Lodi Campus, and, in 1967 the New Jersey Department of Education authorized Immaculate Conception to offer a four-year Program in Elementary Education under its new name, Felician College. In 1969 two newly constructed facilities, a Library, and a theater-administration-classroom building were dedicated. Between 1969 and 1986 the State of New Jersey authorized Felician to grant an Associate in Arts Degree in Medical Laboratory Technology and Baccalaureate Degrees in Special Education, Liberal Arts, and Upper Division Nursing. 1986 was the first year Felician College became fully co-educational.

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

In 1995, the New Jersey Commission of Higher Education approved a Felician College change in mission to include the introduction of Graduate Programs. Shortly thereafter Felician introduced graduate programs in Nursing, Teacher Education, and Religious Studies. In 2000, the College expanded its outreach to non-traditional students with the introduction of highly successful Accelerated and Fast Track Degree Programs in Business Management, Upper Division (RN to BSN) Nursing, and Teacher Education.

Felician College also constructed a Center for Child Care and a simulated Nursing Skills Laboratory in 1987, renovated 48,000 square feet of convent space henceforth known as Kirby Hall in 1994 to house a Center for Learning, Physics, Chemistry and Communication Arts Laboratories, classrooms, and offices.

In 1997 Felician College purchased the Fairleigh Dickinson University Rutherford Campus, a 12-acre complex to provide housing for 515 students in two large resident halls, an athletic facility, a convent for the Felician Sisters, four academic buildings, a curriculum library, a student center, a little theater, and a Castle. In 1996 Felician also introduced an Athletic Program which now holds NCAA Division II status and has 14 athletic teams.

In 2012 Dr. Anne Prisco became Felician College's fifth president and the its first lay president. In her first year, Dr. Prisco began leading the College through a collaborative planning process that produced three pillars for the Strategic Plan that would guide the College forward. The three pillars were: Build upon our academic strengths; Engage students from diverse backgrounds in an educational process designed to foster competence, character, and compassion; and Expand and improve our facilities to enhance the Felician educational and

community experience. The Strategic Plan 2014-2019, bearing the theme “A 21st Century Education based on Timeless Values”, has provided a roadmap for great transformation at Felician and the University has made significant strides in meeting the goals established in the plan.

An important initiative in the Strategic Plan 2014-2019 was the achievement of university status. In November 2015 Felician College received approval from the New Jersey Secretary of Higher Education to become Felician University.

A central focus of the plan has been the development of new academic programs that will serve both Felician students and the community. In 2012 Felician added the Doctor of Nursing Practice (DNP) degree and the MS in Healthcare Administration degree. In 2014 the general education curriculum was revised to address changing needs of society. In 2015 the University was approved to offer the Doctor of Business Administration (DBA) followed by the BS in Business Analytics, MS in Computer Science, and Post-baccalaureate certificate for Teaching ESL in 2016. In 2016 the University received approval to offer the BA in Early Childhood Education Pre-K-Grade 3. In 2017 Felician received approval to begin offering the Psychology Doctorate in Counseling Psychology (PsyD) and the BS in Exercise Science. Today, Felician offers more than 70 certificate, baccalaureate, master, and doctoral degree programs as well as continuing education programs. Felician currently also offers a rich selection of online courses including the first complete Catholic Religious Education Online Graduate Program offered in the United States.

The University’s Mission and history are rooted in service to first-generation and non-traditional college students. In Fall 2018 Felician welcomed approximately 2,100 students to two main sites, the Lodi Campus and the Rutherford Campus. Eighty-eight percent of the University’s students reside in New Jersey; more than 42% live in Bergen and Passaic Counties. The student population is diverse, reflecting the demographics of the region: 29% White/Non-Latino; 27% Latino; 19% African American; 6% Asian American/Pacific Islander, 5% Non-Resident Alien; and 15% Unknown/Two or More Races. Approximately 50% of the students in Felician’s traditional undergraduate population are first-generation. Of the Fall 2018 students attending full-time, 74.79% were full-time students and 25.20% are part-time students.

While Felician’s service area boasts median household incomes well in excess of the national level, in Fall 2018 the families served by the University were at the lower end of the region’s, and in many cases, the nation’s, economic spectrum: 99.65% incoming undergraduate students received some form of financial aid and 92.91% of all undergraduate students received some form of financial aid. Additionally, 55.66% of our students were Pell eligible with an average family income of \$27,974. The overall family income average of all undergraduate students was \$61,653.

Many initiatives were developed in the Strategic Planning process to assist faculty and staff in increasing student retention and graduation rates, our students who have the most challenges. The initiatives and strategies developed in the Strategic Plan have shown significant increases in both the First-Year Retention Rate and Cohort Graduation Rates. From 2010–2018, the First-Year Retention rates have now increased from 70%-80%. The four-year Cohort Graduation Rate has increased from 16% for the 2008 cohort to 25% for the 2012 cohort. The six-year Cohort Graduation Rate has increased from 36% for the 2008 cohort to 46% for the 2012 cohort.

A critical component of Felician University's history and identity is its mission focused service. The University provides services via Workforce Education and involvement in area charter schools, mission schools, and alternative schools. In addition, students in most programs at Felician University are required to offer their talents to the community through service projects. In 2018, the University logged a total of 1,572 service hours offered to the surrounding communities.

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

Noted for producing well-qualified teachers who fill N.J. schools, a Felician student has been selected for the 2019 New Jersey Distinguished Clinical Intern Award from the State Department of Education—an achievement that is a source of great pride to Felician's School of Education.

Felician ranked third among private institutions in New Jersey for best value in 2017, according to payscale.com. Felician University's Master of Science in Nursing (MSN) degree program ranked as one of the best online graduate nursing programs in the nation by U.S. News and World Report in 2018. Felician University was ranked #1 Safest College Campus in New Jersey in 2018, according to niche.com.

STANDARD I

MISSION AND GOALS

Standard 1: 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.

Question 1: Are the mission and goals clearly defined and developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement? Are the processes effective?

The University's Mission derives from the charism of the Felician Sisters and their foundress, Blessed Mary Angela Truszkowska, and reflects the Mission of our sponsor, Felician Services Inc., which is to "empower, challenge and support leadership in Christ to further the spiritual renewal of the world." Responding to the those in need (especially neglected children and the elderly), Blessed Mary Angela (Sophia Truszkowska) founded the Felician Sisters in Warsaw, Poland, in 1855. The name "Sisters of St. Felix" or Felician Sisters was given to her small group by onlookers who watched the sisters take children to pray at the shrine of St. Felix, a 15th

century Franciscan saint especially devoted to children. Felician Sisters are one branch of the Third Order of St. Francis. This order has always sought to harmonize a deep spiritual and communal life with dedication to diverse acts of mercy that further the spiritual renewal of the world (Document 1).

The Mission of Felician University is:

“...to educate a diverse population of students within the framework of a liberal arts tradition. Its mission is to provide a full complement of learning experiences, reinforced with strong academic and student development programs designed to bring students to their highest potential and prepare them to meet the challenges of the new century with informed minds and understanding hearts. The enduring purpose of Felician University is to promote a love for learning, a desire for God, self-knowledge, service to others, and respect for all creation.” (Document 2))

The University’s Mission Statement was revised in October 2003.

The University’s Institutional Assessment Plan (Document 3) is inclusive of eight learning outcomes that are emphasized in our General Education Curricular Commons. The current University Strategic Plan (Document 4) clearly defines the mission and goals of the institution. As with previous Strategic Plans, it incorporates the core values, purpose, and direction for institutional success. The planning process was thorough, inclusive, involving 79 employees (faculty, staff, and administrators) and students that comprised the working teams. The Board of Trustees oversaw the project and approved the final plan.

The first and second goals in the 2014-2019 Strategic Plan address mission integration and diversity. The third goal addresses support services that assist students in the development of character, compassion, global citizenship and leadership. As with the mission, student retention efforts are integral to the remaining goals which address academics, policies, procedures, financial services, facilities, technology, governance, enrollment management, committees and President’s Council, compliance and assessment.

Overall, our mission, vision and strategic planning are integrated into our daily work and meet the criteria of Standard 1 and the Standards for Accreditation as evidenced by the Strategic Plan. Felician University’s mission, vision and goals are clearly defined.

Mission is and has been the underlying foundation of our curriculum, policies, procedures, and activities.

Question 2: Does Felician have clearly defined mission and goals that address external as well internal contexts and constituencies? Please give examples.

The University’s mission is explicitly focused on students and their education, clearly stating that the purpose of the University is the education of “a diverse population of students.” This is clearly demonstrated in a full complement of learning experiences as well as academic and student development programs that “bring students to their highest potential.” Lastly, the mission states that we “prepare [students] to meet the challenges of the new century with informed minds and understanding hearts.”

The external context is indicated by the “framework of a liberal arts tradition, service to others and respect for all creation.” Goals 2 and 3 of the Strategic Plan indicate both the internal and external foci. The values of the Felician/Franciscan tradition are general in scope and thus encompass both internal and external contexts.

The planning process, as described on pages 6 and 7 of the Strategic Plan demonstrates that faculty, staff, and administration were solicited to participate actively in the planning process. Student input was also solicited via surveys. Pages 14-24 outline strategies to expand the University’s involvement with various outside

constituencies as well as the expected strategies to enhance the education of students within the University. Pages 25-28 emphasize aspects that indirectly affect the students but more directly relate to faculty, staff and external agencies.

Strategic Plan process documents include: Strategic Planning at Felician: Past, Present and Future (Document 5) and The Strategic Plan 2014-19 (Document 4). During AY 2013-2014, several master plans were developed. This includes an Enrollment Plan (Document 6), an Academic Prioritization Plan (Documents 7, 8, 9), a Master Facilities Plan (Document 10), and the Financial Plan (Document 11). In addition to the information rendered through these operations, added layers of strategic thinking and SWOT analysis were included in forming the basis of the Strategic Plan. The process was organized as follows:

1. Small group of planners to guide the process
2. Planning Committee composed of different sectors of the University
3. Work Groups in each of the major planning areas
4. Input from the entire University community

The established timeline for this process was:

- Fall 2013 – data collection, organizational meetings
- Spring 2014 – analysis and development of the conceptual framework
- Late Spring – review by all constituencies of the University
- June 2014 – Strategic Plan completed
- Summer 2014 – Operational Plan developed
- October 2014 – Board Approval

The strengths of the aforementioned documents include the scope, vision and, in the Strategic Plan, detail. There is a strong emphasis on all three priorities of Standard 1. A notable strength is the thorough integration of the mission, goals and values, and the use of consistent terminology throughout all major documents, ranging from the Strategic Plan to graduating student and National Student Survey of Engagement (NSSE) surveys. Data from these surveys indicate students' favorable ratings of various aspects of their Felician experience, as well as how they view their education.

In addition to the Strategic Plan, the University's Institutional Assessment Plan (Document 3), which includes eight learning outcomes and objectives (Document 12), clearly defines mission and goals that address external, as well as internal, contexts and constituencies.

1. Synthesize the Catholic-Franciscan spiritual and intellectual traditions as a foundation to the advancement of a just and peaceful society, and a sustainable global environment. (Faith & Reason)
2. Develop a framework of values and ethics to guide reflective decision making through the pursuit of truth and a deeper understanding of oneself and the world. (Ethics, Values and Truth)
3. Communicate effectively through reading, writing, listening, speaking, and creative expression. (Communication & Expression)
4. Critique information, ideas, positions, solutions, and actions, through analysis of a variety of resources to reach reasoned and supportable conclusions. (Critical & Analytical Thinking)

5. Utilize information from diverse sources critically, creatively, and effectively in the service of creating knowledge. (Information Literacy)
6. Use technological resources creatively, ethically, legally, and with integrity. (Technological Acumen)
7. Utilize and apply quantitative/qualitative and scientific methods to interpret and critically evaluate information and phenomena. (Quantitative & Scientific Reasoning)
8. Embrace a global perspective through engagement with concerns, trends, gifts and challenges of diverse cultures. (Global Consciousness)

Overall, Felician University integrates its mission, values, and goals throughout the fabric of Felician University's documents. The University began participating in the NSSE in 2009, which collects data from freshman and senior students regarding engagement. Academic challenges, learning with peers, experiences with faculty, and campus environment are the four engagement themes in the survey (2017 Survey results: Documents 13–23). University Career Services documents the success of our graduates. Contained on the website homepage, under Student Right to Know-Achievement (Document 24) in 2018, 83% of respondents are employed or in graduate school full-time. Additionally, every two years we participate in the Faculty Survey of Student Engagement (FSSE) (2014 Survey Results: Documents 25–30) last conducted in 2019. The University internally compiles all institutional data and distributes a Fact Book (Fact Books 2010-2018: Documents 31–39) for internal and external use, annually.

There is a strong emphasis, as there always has been, on student learning and growth in the understanding of mission, goals, and values. These concepts directly relate to Standards 2, 3, 4 and 5. Goals 4 and 5 also explicitly mention concepts relevant to Standards 6 and 7. In addition the University's Institutional Assessment Plan includes Learning Outcomes that speak directly to our mission: Faith & Reason; Ethics, Values, and Truth; Critical and Analytical Thinking, and Global Consciousness.

Question 3: Does Felician University have clearly defined mission and goals that are approved and supported by the governing body? Please indicate how the mission and goals are approved and supported by the governing body.

The mission and goals are clearly defined and are mentioned in institutional documents at all levels of the University (e.g., catalogs, Strategic Plan, Board of Trustees meetings, assessments, syllabi).

In terms of the governing body, Board of Trustees (BOT) meeting minutes indicate mission-related agenda (Documents 40, 41) items in almost every meeting. This includes readings and presentations related to the mission and goals. The 2014-2019 Strategic Plan, which is continually reviewed, approved and supported by votes of the BOT, references the mission as its cornerstone (Documents 42, 43).

Felician University has a long history of using the mission statement as the guiding principle for setting goals and actions. The BOT is continually reminded of the mission and uses it as a reference point for decisions. Decisions at all levels of the University follow suit.

President's Council, Standing Committees, Administrators, Staff, and President's Town Hall meetings are held periodically throughout the year to disseminate information. This fosters support by the faculty and staff concerning activities and initiatives that come from the administration.

The mission includes clear statements about graduating students with competence and with high ethical ideals; thus, Standards 2, 3, 4 and 5 derive from this. In support of the education of competent, ethical leaders, Standards 6 and 7 are critical.

In 2014, the University embarked on the development of a new Faculty Governance Structure that culminated in the establishment of the Faculty Senate in 2018. This is discussed in Standard 7.

Question 4: Does Felician University have clearly defined mission and goals that guide faculty, administration, staff and governing structures in making decisions related to planning, resource allocation, program and curriculum development, and the definition of institutional and educational outcomes?

The apex of the assessment process at Felician University is its mission statement. The mission of the University establishes the direction for each of the University's five strategic goal areas and eight learning outcomes. Communicating assessment results within the context of the mission provides Felician University with the opportunity to showcase strengths and demonstrate a continuous process of an improvement-oriented culture. To accomplish this, each academic, administrative and non-academic unit within the University develops and implements its own assessment plan using the University-Wide Template Model (UWTM) (Document 44). The UWTM is designed to systematically inform the ongoing practices, planning, resource allocation, evaluation, reflection, and communication of unit strengths and areas for improvement. Each unit discussed in the University's organizational structure aligns its mission, goals, actions, measures and outcomes with the University's mission, goals and learning outcomes as part of the assessment feedback loop. This process focuses on the interpretation and use of measures to improve and validate the University's mission and goals, support strategic planning, improve effectiveness and provide a direction for resource allocation.

Question 5: Does Felician University have clearly defined mission and goals that include support of scholarly inquiry and creative activity at all levels and of the type appropriate to the institution? What type of support of scholarly inquiry and creative activity exist as a result?

The mission and goals of the University “promote a love for learning” through both scholarly and creative activities. With respect to students, the major capstone courses taken in senior year focus on a personalized faculty-directed research/artistic project. In addition, recognition of the broader definition of scholarship has led to various disciplines requiring internships, mentorships, and service learning as part of their curriculum. The small class size promotes individualized attention and collaboration between faculty and students on faculty/student research. The commitment to small classes and a low student-faculty ratio are consistent with our Felician Franciscan values which call us to be “in relationship”. The opportunity for membership in discipline-specific co-curricular organizations allows for additional experiential learning.

Felician offers an Honors Program (Document 45), which allows students to experience coursework outside of the campus. Honor students are encouraged to take part in special presentations by invited speakers, deliver scholarly papers, and attend out-of-state conferences. All Honor students are invited to participate in interactive learning experiences with external sources such as Honors Students Association, Model United Nations, Collegiate Honors Council and Northeast Regional Honor Council.

Faculty are encouraged to pursue scholarly research in their discipline by means of faculty development support for conference travel, full year/half year sabbaticals, summer research stipends, course release for scholarly activities, participation in the NYU Faculty Resource Network, support for grant application, delivery of scholarly papers internally and externally, and service to the profession (Documents 46-49).

Staff participate in in-service and external opportunities designed to increase their knowledge and skills. Faculty and staff collaborate to formulate creative solutions for challenges faced by students. Formally,

Faculty/Staff Development activities are scheduled throughout the year, including mission formation, compliance procedures, and Franciscan retreats and workshops to educate members of the community in their responsibility for sharing information and values with students.

Question 6: How are mission and goals publicized and widely known, accepted and acted upon by institution's internal stakeholders?

As a university founded by the Congregation of St Felix of Cantalice or Felician Sisters – an order of women religious, we adhere to five core values (Document 50) for Ministry across the University. These core values (Respect for Human Dignity, Compassion, Transformation, Solidarity with the Poor, and Justice and Peace) are displayed throughout the University on posters in each classroom and all public areas of campus. They are stated throughout the Course Catalog, Student Handbook, Employee Handbook, Faculty Handbook, Alumni Magazine, and other printed and electronic publications. The mission appears on our website and on each course syllabus and our Core Values for Ministry are posted in classrooms and offices throughout both campuses. New employees and trustees participate in a mission orientation. As part of the condition of the employment each employee agrees to abide by the mission of Felician University.

Students are educated about the mission and values during orientation and throughout their first year in FYE classes. Religious Studies classes, as well as our courses in Ethics, both of which are required as part of the general education curriculum, also review the mission. The mission underlies all the Campus Ministry initiatives. The National Society of Leadership and Success and Student Government Association (SGA) are educated about the mission and values, as are residence hall advisors, orientation leaders and other student leadership organizations. Additionally, there is a Catholic fraternity on campus, a pro-life organization and the Rite of Christian Initiation for Adults (RCIA) process, which guides in the formation of students wishing to celebrate the Sacraments of Initiation, and a Mission Community (f/k/a Franciscan taskforce) comprised of both employees and students. The mission is also distributed with student worker employment agreements. There are daily and Sunday liturgies, interfaith events, ecumenical prayer services, an interfaith prayer space and peace poles on each campus. Catholic social teaching is also demonstrated through the service work of students, staff and faculty.

Based on our five-year Strategic Mission Integration Plan (Document 51) the mission is shared with employees in a variety of ways, including annual HR trainings, and an August Mission Morning. As part of the plan, President's Council, Board of Trustees and other administrative bodies (e.g. Schools) incorporate the mission into their decision-making and engage in mission integration exercises. An annual report to Felician Services Incorporated (FSI) outlines all initiatives on our campuses to promote the mission. The physical campus reflects the Catholic mission in its two chapels, artwork, and statuary. We also reflect the mission and values in intentional stewardship of our financial resources. Finally, there is an ongoing relationship between the Felician Sisters and their ministries.

Our mission, vision and strategic planning are integrated into our daily work and do meet the criteria of Standard 1, as evidenced by the Strategic Plan and other documents, such as the Course Catalog, Student Handbook, annual reports about student engagement and for FSI, the NSSE Survey, and FSSE Survey.

Question 7: Are the institutional goals realistic, appropriate to higher education and consistent with mission?

Based upon the above narrative, Felician's Institutional goals are realistic, appropriate to higher education and consistent with mission. University-wide learning outcomes are directly aligned with learning and teaching appropriate to higher education, especially in our institution's response to the 21st century needs of our students (e.g., the four C's communication, collaboration, creativity, and critical thinking) (Documents 2, 4).

Question 8: Are the institutional goals focused on student learning and related outcomes and on institutional improvement, supported by administrative, educational, and student support programs and services and are consistent with institutional mission?

The University Strategic goals are focused on student learning and institutional improvement, consistent with our mission, and are supported by administrative and educational programs (Documents 2, 4). The institution's stated goals are clearly linked to its student support programs and services. Evidence is provided in more detail in Standard 4.

Question 9: Does the university perform periodic assessment of mission and goals to ensure that they are relevant and achievable?

The Mission Statement was revised in October 2003 (Documents 52, 2).

Periodic review of the mission statement begins with a determination of its relevancy considering the ongoing growth in diversity of our student body. Accompanying this review is the annual assessment of the initiatives included in the FSI Mission Integration Strategic Plan. This five-year plan included two to three themes each year to be addressed by units within the University with the intention of enriching the knowledge and application of the Felician Franciscan Mission. Our Plan was presented to FSI and subsequently presented to the other 28 Felician ministries as a model in June 2013.

The Institutional Assessment Process also ensures a periodic review of the relevancy and achievability of the mission and goals at the University.

Question 10: Is Felician University authorized or licensed to operate as a postsecondary educational institution and to award postsecondary degrees and does it provide written documentation demonstrating both?

Felician University is operational with students actively pursuing its programs. The University was last affirmed as accredited on 11/19/2015 following a Periodic Program Review (Document 53), according to the Middle States Statements of Accreditation Status. In those documents, the authorizations from the State of New Jersey to grant both undergraduate and graduate degrees is noted.

The University meets the Standard 1 criterion, and this has been affirmed by Middle States itself as recently as in its last accreditation and subsequent interim documents (Documents 54-56) from 2016 and 2017.

Information regarding Middle States accreditation is provided to all students within their admissions acceptance materials.

In summary as demonstrated above, Felician University meets all the requirements of MSCHE Standard 1 and all the criteria subsumed under that Standard.

Opportunities for Improvement and Innovation

1. Felician's goals are informed by current thinking and best practices in higher education in order to ensure our students' success. The Office of Campus Ministry (reestablished in Fall 2015) continues to develop and implement programs that encourage student leadership in service outreach as expressions of our Felician Core Values.
2. Our current two-year Bridge Plan, the Middle States accreditation process, and ongoing assessment will inform a year of strategic thinking in the development of the next five-year Strategic Plan.

STANDARD II ETHICS AND INTEGRITY

Standard 2: Ethics and integrity are central, indispensable and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies and represent itself truthfully.

Question 1: How does Felician University demonstrate a commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights?

There is strong evidentiary support that Felician University is dedicated to academic freedom, intellectual freedom, freedom of expression and respect for intellectual property rights. A systematic review of the following documents confirms this: Faculty Handbook (Document 57) and Student Handbook (Document 58), Faculty Bylaws and the Center for Digital Design and Online Learning Policy. Examples include the Felician University Mission Statement acknowledging "respect for all creation" (Document 57 pg. 12); the position of the Vice President of Academic Affairs, whose responsibility it is to "guarantee the academic integrity of the University" (Document 57 pg. 13); delineation of the essential understanding of respect for freedoms (Document 57 pg. 15); Faculty Rights and Privileges that acknowledge Academic Freedom, Expression of Dissent and Professional Ethics (Document 57 pgs. 16-18); the Copyright Policy for Online Courses that protects intellectual property rights (Document 57 pg. 42); The Faculty Grievance Policy which protects freedom of expression and right to dissent (Document 57 pg. 45); and the Affirmative Action Policy supporting freedom of expression without fear of recrimination (Document 57 pg. 50).

The University demonstrates that ethics and integrity are central with the following additional examples of commitment to and respect for freedoms: the Duties and Powers of Felician University Faculty allow faculty-specific authorities in support of academic and intellectual freedom, as well as freedom of expression (Document 57 pg. 59); and prior to the 2018-2019 Academic Year, the Faculty Council and Faculty Assembly clearly supported the faculty's freedom of expression (Document 57 pgs. 19-20). Beginning in 2018 the newly formed Faculty Senate assumed these responsibilities.

Additionally, the description of Residence Life for students outlines an atmosphere that supports "freedom of inquiry" (Document 59); Campus Ministry explores ethical questions and provides programming in social justice (Document 60); students have a right to freedom of expression within an instructional context (Document 61); the Campus Code of Conduct supports basic civic freedoms as well as intellectual property

rights (Document 62); the Felician University Anti-Bullying Policy fosters an environment that “practices tolerance, fosters acceptance and respect” that protects freedom of expression and supports the University’s Mission (Document 63).

Question 2: Is there a climate at Felician University that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives?

There is substantial evidence of Felician University's commitment to the standards described in Question 2-- respect for persons and the promotion of diversity--consisting of formalized policies, periodic statements from the University's President (Document 64) and other members of the University's administration, and in ongoing initiatives involving all members of the University (e.g., diversity training and interfaith activities).

According to the Provisions of the Student Handbook, the University affirms its commitment to policies and practices that will assure that there shall be no discrimination against any person on the grounds of “age, gender (including sexual harassment), disability, race/ethnicity, color, creed, national origin, religion, sexual orientation, gender identity and expression, pregnancy, veteran status, liability for service in the armed forces, marital status (including civil and/or domestic partnership), and Genetic Information Nondiscrimination Act of 2008” (Document 65), which provide equal opportunity for all qualified individuals.

The President regularly affirms this commitment in her "Messages from the President" distributed by email to all members of the University Community. Among the strongest and most memorable of these was President Prisco's statement, on September 7, 2017, expressing support for the Deferred Action for Childhood Arrival Program (DACA) (Document 66). As she states there, "We affirm our care for every individual, and the University community extends its support to any in need of counsel." The letter offers a long, detailed list of on-campus resources for those in need of counsel.

In the 2016-2017 academic year, the University's Committee on Leadership and Social Justice sponsored a year-long series on "Race and Criminal Justice in America," featuring four events on topics of national concern, and of deeply personal concern to the diverse population of students on our campus. The Committee invited six speakers--a law professor, defense attorney, prosecutor, two police officers, and a well-known civil rights activist--to address the topics. The Committee was formed at the initiative of former University trustee Leland McGee, Esq. and University President Anne Prisco. Though the series officially ended in the spring of 2017, it has continued in an informal way through events jointly sponsored by the University's Institute for Ethics and Public Affairs, the Pre-Law Program, the Department of Criminal Justice, and the UN Fellows Program. In 2015 Felician University instituted the Martin Luther King Jr. Legacy Award. This Award was created by Felician University to honor Dr. King and to do so by recognizing individuals who strive to fulfill Dr. King’s dream of equality and justice. The following criteria are used to determine the annual recipient:

- An individual whose life’s work reflects and promotes the University’s core values - especially passion for issues related to social justice, civil rights and economic equality
- A personal mission in life that also embodies the mission and values of the University’s Felician/Franciscan heritage - compassion, justice and peace, and finding goodness in all God’s creation
- A person who compels all people to give the gift of hope

Award honorees include: 2015 – Leland McGee, Esq.; 2016 – US Senator Corey Booker; 2017 – Ms. Carla Harris; 2018 – Ms. Joetta Clark Diggs and 2019 – New Jersey Lt. Governor Sheila Oliver.

At a less formal level, respect for others and for diversity is articulated and reinforced at such University-sponsored events as the annual faculty-staff retreat, the baccalaureate mass and commencement ceremony, as well as at a variety of numerous workshops and interreligious programs throughout the year. All such events are deeply informed by the University's Franciscan mission, which values "reverence for and commitment to promoting and protecting the dignity of persons" (Document 50).

Question 3: Is there a grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff? Are the institution's policies and procedures fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably?

Policies concerning student grievances, including those involving academic due process and/or academic reinstatement may be found in the Felician University Undergraduate Catalog (Document 67 pgs. 76-77).

The institution's grievance policy for faculty is documented and disseminated in the Faculty Handbook (Document 57 pgs. 45-46). There is a committee that consists of faculty members who process and make recommendations on all grievances. The current Faculty Senate is reviewing protocols regarding grievance policies and training on how to evaluate the grievance along with explanations of the rights of the organization and faculty member.

Administrative, professional, and support staff follow the guidelines for complaints alleging discrimination, harassment, and retaliation complaints found in the forms library of ADP Documents 68, 69).

In all grievances the Board of Trustees functions as the final arbiter.

These policies are in place to ensure that persons involved are treated in accordance with the core values of Felician University.

Question 4: Is there avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents at Felician University?

The Board of Trustees' Amended and Restated Bylaws of Felician University (Section 6.8) address policy regarding conflict of interest (Document 70 Section 6.8).

Faculty and Staff conflict of interest is referenced in the Employee Handbook (August, 2017, under the following headings and pages: 1.4 Outside Employment Policy, page 4 (Document 71); 1.5 Gifts Policy, page 5 (Document 71); and most specifically under Standards of Conduct, pages 38-39, Employee Conflicts of Interest (Document 71). As stated therein,

“...we are committed to acting in good faith in all aspects of our work. We will avoid conflicts of interest or the appearance of conflicts between the private interests of any employee and his or her work duties. A conflict of interest may exist whenever an employee or a related party (e.g., family member, friend, student or business associate) receives a benefit from a decision or action taken by the employee.”

When employees engage in outside employment or business interests, a form (Document 72) is completed and submitted to their respective Vice President for review and approval.

Question 5: Are there fair and impartial practices in the hiring, evaluation, promotion, discipline and separation of employees at Felician University?

Hiring practices are outlined in the Employee Handbook (Document 71 pgs. 4, 64, 65). New faculty and staff positions are posted on the Felician University website (Document 73) and on relevant external job posting sites. The senior administrator responsible for the search assembles a committee to review potential candidates; determine the pool of candidates; conduct interviews and render the final evaluation and recommendation based on EEOC guidelines and the University's mission.

A required evaluation of staff is expected to be done on an annual basis. Supervisors meet with staff to discuss the evaluation along with setting performance goals for the next year. Criteria for evaluation include: Strategic Leadership, Results Leadership, People Leadership, Personal Leadership, Professional Growth and Leadership (Documents 74, 75). Managers conduct staff meetings to review project status and conduct individual meetings throughout the year to review progress on strategic initiatives.

Felician University prides itself on being primarily a teaching institution. The faculty evaluation process is outlined in the Faculty Handbook on pgs. 29-31 (Document 57 pgs. 29-31). Faculty who are in the first three years of hire are evaluated on an annual basis with subsequent evaluations for established faculty conducted every three years. The evaluation consists of peer and supervisory assessments of teaching, along with self-assessments relating to their performance in the faculty roles of teaching, scholarship, professional contributions, service to community, and to the University. Professional goals for the three-year contract period are established in consultation with their supervisor and are related to strategic initiatives where applicable.

Established faculty's timeline for eligibility and procedure for promotion are clearly stated in the Faculty Handbook on pgs. 31-33 (Document 57 pgs. 31-33). The Promotion Committee's recommendation is reviewed by the Vice President of Academic Affairs and the University President, who present their recommendations to the Academic Affairs committee of the Board of Trustees. Faculty separation policies and processes are also outlined in the Handbook.

All staff have the ability to apply for higher level positions within the Institution. In addition, the University follows the federal and state laws that govern hiring practices, family leave acts and other relevant employment conditions.

Question 6: Is there honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as internal communications at Felician University?

The website and publications are reviewed by the Vice Presidents of Enrollment Management and Marketing, and Administration, for compliance and accuracy periodically. Enrollment Management and Marketing is responsible for branding and all student-focused publications and communications.

Internal communications (such as Weekly Vice Presidents' Update and the President's monthly updates and additional presidential memoranda) are sent to the University community via email. Press releases are submitted to media outlets when deemed necessary. These are also posted on the University's website.

The marketing and communications committee follows a detailed process for information sharing with the public and within the University. The following are examples of materials/communications that are available to the public and periodically checked for accuracy by offices, departments, and administrators:

- Admissions pamphlets (Athletics, EOF Program, Veterans Program, Academic Success Center, financial aid, graduate programs, etc.)
- Admissions Website (Document 76)

- The University's Strategic Plan (Document 4)
- The Faculty Handbook includes a section on marketing and advertisement on page 56 (Document 57 pg. 56).
- The Employee Handbook includes information on internal and external communications on pg. 26 (Document 71 pg. 26). It also includes information on public statements on pg.35 (Document 71 pg. 35).

Question 7: Are there services or programs, appropriate to mission, in place to promote affordability and accessibility?

Felician University is committed to access and affordability. This is evident through the conscientious efforts, services and programs offered by the University in support of the mission to educate a diverse population of students in reaching their highest potential. Approximately 50% of our undergraduate population is Pell eligible, and about half are the first in their families to attend college. As per our demographics (below) we are designated as both a Minority-Serving (MSI) and Hispanic-Serving Institution (HSI).

Figure 2.1: Minority Student Enrollment Fall 2018

Fall 2018 - UG, GR & NM Combined				
Racial/Ethnic Background	Male	Female	Total	Percentage
White	159	447	606	28.7%
Black/African American	107	295	402	19.0%
Hispanic/Latino	165	403	568	26.9%
Asian	26	80	106	5.0%
Hawaiian/Pacific Islander	4	9	13	0.6%
American Indian/Alaskan	3	3	6	0.3%
2 or More Races	7	12	19	0.9%
Non-Resident Alien	49	46	95	4.5%
Unknown	73	223	296	14.0%
Total	593	1518	2111	100%
Total enrollment of minority students			1114	
Minority Percentage			53%	

We cherish our religious, socio-economic and racial/ethnic diversity and remain committed to serving our veteran students, which is evident by our Military Order of the Purple Heart designation (May 1, 2019) and nine years as a Federally recognized Military Friendly Institution (Document 77).

The University continuously promotes college access and affordability by supporting students with institutional dollars (inclusive of merit, need and athletic skill) and maintaining historically low increases in tuition, an average of 2% annually. A 23% scholarship increase is evident from 2014-2015 to 2017-2018 (\$16.8M to \$23.8M, respectively), while decreasing loan borrowing by 5% from 2016-2017 to 2017-2018 (\$15.4M to

\$14.7M). For 2017-2018, over \$56M was aided to 1,922 students in all aid programs. Almost 100% of incoming freshmen receive some form of financial aid from the University.

The institution honors its contracts and commitments, adheres to its policies and represents itself truthfully. This is evident through published data, policies, procedures and leveraging of institutional dollars to ensure every applicant has a fair opportunity to enroll in and graduate from Felician. It is also evident in outcomes, as noted in our annual A-133 audit (Document 78), approved Recertification of the Federal Program Participation and Federal Program Review.

The University meets expectations relating to ethics and integrity when administering Title IV, state and institutional aid. This is evident through our annual A-133 audit completed with minimal to no 'Corrective Action Plan(s)' required. Financial aid administrators adhere to the National Association of Financial Aid Administrators Association (NASFAA) Statement of Ethical Principles with a primary goal of helping students achieve their educational goals through financial support and resources.

Additionally, the University strives to provide student employment and internship access by dedicating dollars and resources to both these programs outside of the federal allocation provided through Title IV federal work-study funds. In fact, approximately three years ago, the Board of Trustees contributed personal funding to start the Felician Internship Fund. The Fund is designed to help defray costs and expenses for promising students and encourage them to accept internships that provide minimal or no compensation. From its inception in 2017-18, the number of students awarded the internship funding has doubled.

Today, as noted by the National Association of College and University Business Officers (NACUBO) (Document 79), private colleges and universities discount tuition at higher rates than ever before recorded. For first-time, full-time freshmen in 2016-2017, a national tuition discount-rate was published at 48.2% and increased to 49.9% in 2017-2018. In order to stay competitive within the private university sector, while retaining fiscal stability, Felician strategically held the tuition discount rate for first-time, full-time freshmen at 58% for FY 2017.

All University financial aid comes from the institution's own resources, including funds raised by University Advancement for the purpose of scholarships and grants. Endowments and restricted scholarships awarded increased by 13.45% (\$355K vs. \$308K). Aid is renewed for a maximum of eight semesters of full-time continuous enrollment during the academic year, so students and families can plan their finances for their entire educational career. The University, through its own resources, has a long-standing commitment to affordability and has committed on average \$16,000 per year in institutional funds for each student while decreasing their student and family loan borrowing. Students in our Educational Opportunity Fund (EOF), a state program for educationally and financially disadvantaged students, receive supplemental funding from the University to further reduce loan borrowing for our neediest students.

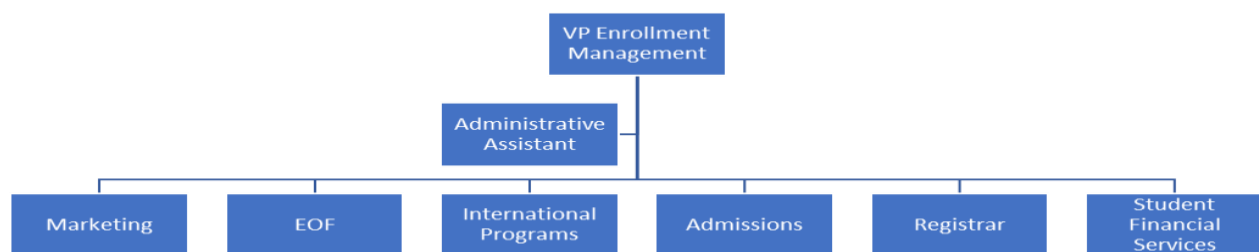
All aid requires satisfactory academic progress, as prescribed by federal regulations, the annual filing of the Free Application for Federal Student Aid (FAFSA), as well as compliance with other University policies and the University's code of conduct, as published in our Students Right to Know/Student Achievement Webpage (Document 24).

The University prepared itself to commence packaging of students for 2017-2018 in October of 2016 instead of the usual February timeframe. This required the University to finalize its tuition, room and board, and fees structure for 2017-2018 in October rather than the following February, as had been the practice.

In September of 2016, the President approved the merger of the Office of Financial Aid and the Office of Student Accounts to create a Student Financial Services (SFS) model, under the leadership of Vice President of Enrollment and Student Affairs. The purpose of this merger was to effectively utilize Financial Aid and Student

Accounts staff to create a strong student-centered group, as well as to build collaborations with key departments to support the University’s mission while taking a leadership role to proactively provide guidance to students, families and the community on affording a Felician education with integrity, consistency and accuracy.

Figure 2.2: Vice President Enrollment Management Organizational Chart



Information regarding alternative loans is available through the Financial Aid Office and on the University’s How to Pay for Felician University Webpage (Document 80). The Student Financial Services Office offers assistance in filing for an interest-free payment plan through Tuition Management Services (TMS). The University’s student portal (WebAdvisor) and website provide students with 24-hour access to their account information, a schedule of tuition and fees, and information on scholarships and financial aid. Students may also speak to financial aid counselors and student account representatives via phone, e-mail, or in person during business hours. Students/families can file financial aid information online in the Student Financial Aid Services while receiving guidance from financial aid counselors if needed.

The Student Financial Services Office offers periodic workshops to help prospective and current students understand what funding sources are available and how to apply for them. The University’s website features a net price calculator where students can calculate the cost of their education and estimated out-of-pocket expenses. A monthly statement is sent to each student’s home address, so they are provided with a hard copy of their account balance showing tuition billed, financial aid awarded, and remaining outstanding balance.

The Financial Services Office participates in all Open Houses for prospective freshmen, transfers, and their families providing information sessions on Financial Aid and How to Pay for College, as part of the main program. This information is available on the Student Financial Services Webpage (Document 80).

The entire staff ensure compliance, optimal performance, and service to the community in a fast-paced growth environment, serving a diverse population of students.

Question 8: Are there services or programs, appropriate to mission, in place to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt?

Felician students are also engaged employees, entrepreneurs and community leaders. *Felician’s three-year default rate of 6.5%, compared to the national average of 11.5% for the fiscal year 2014 is an example of the*

effectiveness of the University's mission. Financial literacy programs are presented annually to ensure that students understand their rights and responsibilities as loan borrowers. Real Money 101 workshops, sponsored by the Higher Education Student Assistance Authority (HESAA), are offered, as well as in-person loan exit workshops for graduating seniors.

As described in the response to Question 7 and in accordance with our Mission, the University has invested resources in providing programs for financial literacy and funding tools to the students and their families to assist in making higher education accessible and affordable.

Felician University has the following services and programs in place to enable our students to understand funding sources and options that support our mission:

Student Financial Services Website (Document 80).

- Cost of Attendance – this service offers an estimate of a student's educational expense for a period of enrollment for all offered programs (Document 81).
- Net Price Calculator – this service is designed to help new students estimate their potential eligibility for merit scholarship and need based financial aid (Document 80).
- Loan Replacement Information – “How to Pay for Felician University”
 - Payment plan (Document 82)
 - Parent Plus Loan (Document 82)
 - Student Alternative Loan (Document 82)
- Student Right to Know/Student Achievement (Document 24)
- Basic Financial Aid Information (Document 80)
- Scholarships and Grants (Document 80)

Students are encouraged to file a Free Application for Federal Student Aid (FAFSA). Upon filing, our students receive an award letter listing funding available to them and how to begin the process of receiving these funds. Ongoing financial aid workshops and counseling sessions are available to all enrolled students. Each academic year presentations reviewing the filing of FAFSA and billing are offered to new students enrolled in First Year Experience courses.

Question 9: Is there compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding the full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates?

The University is in compliance with all applicable federal, state, and Commission reporting policies and regulations, as evidenced by the results of the annual Federal Single Audit (formerly known as the A133 Audit) (Document 78) conducted of the Institution, and the MSCHE Annual Institutional Update (AIU).

Opportunities for Improvement and Innovation

1. Felician has demonstrated that it is faithful to its Mission by embracing the highest ethical standards of integrity. The University has policies prohibiting discrimination and requires all Faculty and Staff to participate in ongoing diversity and inclusion. To follow up, the existing Mission Community which is tasked with creating innovative programs relevant to the Felician Core Values will focus on broadening community education and engagement.
2. Academic freedom, intellectual freedom, freedom of expression, and respect for intellectual rights are highly valued at Felician, and policies and procedures reflecting their support are documented in the Student Handbook, Faculty Handbook, Faculty Bylaws, and the Campus Code of Conduct. During the current transition to a shared governance model both the Faculty Senate Charter (in development) and the Faculty Handbook (in the process of being revised) will be aligned and continue to provide clear guidelines in this area.

STANDARD III

DESIGN AND DELIVERY OF THE STUDENT EXPERIENCE

Standard 3: An institution provides students with learning experiences that are characterized by rigor and coherence of all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

Question 1: Does Felician University have certificate, undergraduate, graduate and/or professional programs leading to a degree or other recognized higher education credential, designed to foster a coherent student learning experience and to promote synthesis of learning?

A bachelor's degree at Felician University requires completion of 120-122 credits. This includes 47-49 credits in the General Education Curricular Commons (GECC) Program (Document 83); 30-45 credits in the major discipline; and the remaining credits in pre-requisite courses, related courses, and general electives. The GECC provides a cross-disciplinary liberal arts education that extends the learning experience of our students beyond their majors and assists in the synthesis of learning (Document 84).

Felician's graduate/post-baccalaureate programs in each of the four Schools seek to strengthen the intellectual development and professional competence of graduate students. The rigor and academic integrity of the curriculum is assured in large part by the Curriculum Commons Committee at the undergraduate level and the Graduate Curriculum Committee that oversee the processes for adding new courses and/or programs and revising existing ones.

Regarding program goals and student learning outcomes, all course syllabi at Felician adhere to a common format that includes consistency with "...the mission, goals, and objectives of the Department, School and University" (Document 57 pg. 39).

The University serves the needs of non-traditional students, as well as traditional undergraduate students. Accelerated programs at Felician service the non-traditional learner and those students with associate and other

bachelor's degrees from other institutions of higher learning. Departments that enroll significant numbers of adult students endeavor to schedule courses in the evenings, as well offer hybrid and fully online courses. The amount of fully online course offerings increases each year, enabling the University to better serve this student population. Regardless of modality and course length, the requirements remain the same, making these courses available to all students.

In accordance with our Strategic Plan 2014-2019 (Principle 3) (Document 4 pg. 11), Felician University has committed itself to increasing the number of hybrid and online courses. In the past year the number of hybrid and online courses has increased by 10.94%. The chart below indicates a significant growth in hybrid and online courses since 2012.

Figure 3.1: Growth in Online and Hybrid Course Sections

	2012	2013	2014	2015	2016	2017	2018	2019*
Hybrid	121	127	134	146	178	181	170	134
Online	130	132	138	166	205	179	172	250
Total number of online & hybrid course sections	251	259	272	312	383	360	342	384
Growth rate		4.50%	8.00%	0.80%	28.50%	-4.10%	-5.26%	10.94%
*full year not available								

A coherent learning experience is ensured through certification of online instructors based on Quality Matters Standards (Document 85), as either facilitators or creators of new courses. The Center for Digital Design and Online Learning (CDDOL) provides instructor training and the Committee for e-Learning generates formal online policies for digital design and instructional interaction. New and existing online courses are reviewed periodically (not to exceed two years) by trained peer reviewers and CDDOL staff.

Question 2: Does Felician University have student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate for the institution's mission, goals, and policies? Does Felician University have student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are qualified for the positions they hold and the work they do?

Student learning is the fundamental focus of Felician's mission, as reflected in its Carnegie Classification. As of Fall 2018, 69% of our 80 full-time faculty members held appropriate doctorate/terminal degrees. In addition to this formal academic credential, many of our full-time and part-time faculty possess extensive work experience in their respective disciplines. Student to faculty ratio is 13 to 1 (Document 86).

Figure 3.2: Faculty Credentials AY 2018-2019

Faculty Credentials AY 2018-19*		
Education Level Attained	Number of Full-Time Faculty	Percentage of Full-Time Faculty
Doctorate	55	69%
Graduate	25	31%
	80	100%
*Data as per IPEDS HR (November 1, 2018)		

Faculty evaluation begins with the hiring process, which includes review of credentials by the relevant department and the immediate supervisor. Recommendations are forwarded to the Dean, who presents them to the Vice President of Academic Affairs. The final decision to hire is approved by the President.

Conditional faculty (within the first three years of their appointment) undergo an annual retention review. Established faculty submit a retention packet every three years (Document 57 pgs. 29-31). Criteria for retention include self-evaluation and summary of professional goals, and effectiveness in the following areas: teaching, service to the University, service to the profession, service to the community, and professional development. Included are student evaluations of teaching effectiveness from every semester, peer classroom observations, supervisory observations, and evaluation by the School Dean. The Dean meets with the faculty member to discuss the evaluation and all parties sign the retention evaluation form prior to submission to the VPAA.

Following the Middle States Annual Review Process and in alignment with the institution's strategic plan, assessment of academic programs takes place on an annual basis. The Felician University program review process is overseen by the Executive Director for Institutional Effectiveness and includes the following components:

- The program's faculty-prepared mission statement, goals and student learning outcomes;
- The program's procedures and plans for meeting its goals and student learning outcomes;
- The program's processes for determining if the mission, goals and student learning outcomes are being met; and
- The program's response to the findings identified through the review process.

Felician University's Institutional Assessment Council (IAC) works under the supervision of the Director for Institutional Assessment and oversees the continuous assessments of all programs throughout the University (Document 87). Under IAC supervision, each program participates in a programmatic assessment of at least two of its eight Learning Outcomes per academic year. Each assessment cycle provides data that inform our Programs' plans for continual improvement.

The Institutional Assessment Council is comprised of representatives from all areas of the University and provides guidance for best assessment practices. Their oversight responsibilities are outlined as follows:

- Provide guidance and training for those engaged in assessment in their respective areas;

- Call for the development of student learning outcomes that are consistent with the discipline at large as well as University learning goals;
- Require programs to assess at least one-fourth of their objectives each year, so that all objectives are assessed in a four-year period;
- Strongly encourage participation by all program faculty in the development and implementation of the assessment plan;
- Encourage the use of varied assessment approaches and measures, qualitative and quantitative, as well as course-embedded approaches as a way of assuring efficiencies and attaining authentic assessment data;
- Require the use of direct assessment measures and encourage the use of indirect measures;
- Specify that units should include benchmarking data as appropriate and available;
- Provide suggestions for linking assessment reporting to other documents such as the Strategic Plan and program reviews.

Each academic and non-academic unit develops a plan based on two University learning outcomes or two University goals for the academic year using a common template. A mid-year and end-of-the year report are completed.

As part of an ongoing initiative in improving student learning experiences and outcomes, Felician University faculty remain engaged in their academic disciplines, researching and publishing, and presenting at national conferences documented by each School and published in the Academic Affairs newsletters (Examples: Documents 88-91) and annual reports (Examples: Documents 92, 93). All faculty from each School teach and advise in their areas of expertise.

Question 3: Does Felician University have student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are sufficient in number?

Felician University assesses each School's faculty to student ratio annually. The result is reported in our academic affairs annual report (Documents 88-91) and assessed over a three-year period. In Fall 2018, we had a total enrollment of 1,998 matriculated students and 80 full-time faculty.

Figure 3.3: Ratio of Undergraduate Students to Faculty

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Ratio of Undergraduate Students to Faculty	12:1	12:1	14:1	13:1	13:1	14:1

Question 4: Does Felician University have student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation?

Felician University offers a variety of ways to foster professional development for faculty and staff through year-round enrichment programs that address technology in the classroom; diversity and inclusion; student mental health; pedagogy; and curriculum development. In addition, the Institution provides funds for sabbaticals, travel to conferences, competitive summer research stipends and course release for research.

Faculty are encouraged to pursue individual, disciplinary and interdisciplinary grants in alignment with the University's strategic plan and goals. The Office of Institutional Effectiveness has developed and implemented a grants process for both foundation and state/federal funding opportunities. The University has invested in membership in the New York University Faculty Resource Network, which provides library resources, conferences and summer courses for faculty. As of spring 2019, Felician has partnered with the Italian Consortium of Colleges and Universities (ICoN) to provide courses in Italian Language and Culture.

Question 5: Does Felician University have student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures?

Felician University's core mission is to deliver programs designed to bring students to their highest potential. To accomplish this, the institution uses a variety of tools and processes established through collaborative efforts by faculty and administration. This process sets fair criteria, expectations, policies, and procedures, all of which are made available in the Faculty Handbook (Document 57) and University Catalog (Document 67, 368)). As outlined in Question 2 above, each faculty member is evaluated on a regular basis to ensure the quality and consistency of the curriculum and that the student learning experience meets the goals stated in the University's mission.

Question 6: Does Felician University have academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion?

Each academic program in the University is clearly defined in the Catalog, which is available both in hard copy and accessible through the University website (Documents 67, 94, 368, 369).

The standard layout is:

- Mission statements for each academic program
- Description of program, including learning outcomes
- Concentrations available within program, including majors and minors
- Required courses (table of suggested four-year sequence), including course names and credits
- Courses with detailed descriptions and all pre/co-requisites

Each program fact page, along with required courses, can be conveniently accessed through the University website (Document 95). Application instructions and contact information are also provided.

In addition, students can evaluate their progress in their academic programs by using the WebAdvisor online program, which gives students, faculty and staff access to the University data bases (Document 96). They may also select a different program from a drop-down menu to see how their progress would be affected if they were to change majors.

Question 7: Does Felician University have sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress?

Felician University prioritizes the academic progress of all its students by focusing on faculty/staff/student relationships. Our advising procedure (Document 97) begins with the assignment of a faculty advisor in the student's discipline. For the first-time freshman student, that advisor is the instructor in the First-Year Experience course, which is linked to their desired area of study.

In the Fall of 2015, the Tutoring Center was transformed into a more vibrant and comprehensive Center for Academic Success (CAS) (Document 98), with leadership reporting to the Vice President for Academic Affairs. The CAS offers formal programs and facilitates informal peer interactions to aid in academic progress. It connects undergraduate students with the resources they need to help every student toward degree completion, including a Discovery Program for undecided students. The Center also accommodates graduate students with resources tailored to their specific needs.

Academic services include:

1. Tutoring: Enrolled students receive free tutoring from professional tutors and peer tutors in our Tutoring Studios, including our Math/Science, Writing, and Computer Studios. There are also program-specific tutors available. Students can sign up for individual tutoring sessions or group sessions. Also available are time management and test taking workshops. Online tutoring is available for undergraduate students at off-site locations and for undergraduate students who are unable to come to campus for tutoring.
2. Academic Success Coaching: Students and coaches work together to develop proactive strategies to address academic concerns and life challenges. Students work one-on-one with a coach to identify and overcome obstacles that may impede success. Coaches assist students in developing the academic skills and strategies needed to become self-regulated learners and connect them to helpful University and community resources.
3. The Early Alert Intervention Program: Students who are exhibiting poor academic performance, class participation, and/or attendance issues are identified by faculty via this online tool. The Academic Success Coaches will then confidentially contact students to work collaboratively in identifying strategies for success.
4. Services for Students with Disabilities (504) Office (Document 99): In keeping with our Felician Mission, which seeks to provide all students with successful academic experiences, our 504 Office collects student documentation, provides resources to meet reasonable accommodations, and offers an Individualized Educational Plan (IEP) when needed.
5. The Discovery Program for undecided majors was initiated in Fall 2016. A designated academic coach establishes an ongoing relationship with each student and schedules periodic meetings to track the student's academic progress and to explore areas of interest.

Lastly, each individual program has identified its own unique students' needs and has developed protocols within the programs to address these needs. An example of this would be in the School of Nursing, in which,

due to the rigor of the program, faculty identified the need for a retention and remediation specialist. This specialist aids in test taking and studying skills, working in conjunction with the faculty's content expertise to aid in overall student success.

The entire Felician University community is enriched by the two Felician University Libraries. In addition to providing students with the academic resources they need the Library staff offers varied workshops and educational experiences weekly throughout the academic year. These include workshops in resume writing, MLA and APA formatting, research tools, art installations, and other enrichment opportunities. Resource librarians are always available to work with students and faculty to support their research. Every instructor is offered a customized collection of online resources related to their course/discipline content (LibGuides).

The Rutherford campus of Felician University houses a digital library facility in our Education Commons Building, which has the identical access to materials as the Lodi Campus Library. The Library on the Rutherford campus has approximately 42 computers for student use and provides access to 10 Huddle Rooms, which are available for student use and are equipped with computers and screens, allowing students to work collaboratively on assignments and projects.

The Felician University Lodi Campus Library has a staff of two professional librarians and two support staff members. The Library provides 216 individual study seats and comfortable group study areas, a technology lab with 46 individual workstations, and holds 59,805 print volumes. An additional 156,943 e-books, databases, and digital media are available through the online catalog. The Lodi Library provides access to over 43 subscribed electronic databases.

Obal Hall, located on the Lodi campus, has two computer labs with a combined 52 computers. Also, on the Lodi campus, the three computer laboratories in Kirby Hall have a combined 60 computers. Wireless capability is available in all five computer labs.

The Chemistry Department utilizes 2 laboratories, 1 instrumentation laboratory, and 1 laboratory preparation room. Each lab is equipped with fume hoods, connections for compressed air, vacuum and natural gas lines. Relevant research instrumentation is generally housed in a separate instrumentation laboratory. The Biology Department has 3 teaching laboratories and 1 laboratory preparation and storage room that are used for teaching biology courses. Additionally, Obal Hall has 1 student research laboratory. Each laboratory can support up to 24 students. All labs are also equipped with appropriate safety showers, fire blankets, spill kits, fire extinguishers, and emergency eye rinse stations. Relevant research instrumentation is housed in dedicated laboratories.

The Barbara J. Toscano Nursing Resource and Simulation Center is a state-of-the-art facility located on the Rutherford campus. The Center mirrors a hospital setting with equipment such as hospital beds, a Pyxis system used when administering medication, and Workstations on Wheels used to teach students how to document in an electronic medical record. Additionally, A/V equipment, cameras, and microphones are used with simulations. High fidelity Patient Care Simulators are used to provide students with a realistic patient experience. These simulators have heart, lung, and abdominal sounds that allow novice and experienced nurses to practice, develop skills, and achieve competency in a lab setting. All these educational technologies promote active learning and assist the faculty in transitioning students towards their professional role as safe, competent nurses (Document 100).

In accordance with our mission to offer our students a global perspective and awareness of our interconnectedness with the global community, Felician University offers its students three different types of study abroad opportunities. The first are faculty-led study experiences, such as the summer art students' trip to Florence, Italy, and business students' study in Ireland. In addition, some study abroad programs involve service learning such as student trips to Nicaragua, Haiti, and Barcelona.

The second type is student-exchange programs. The third type is third-party vendor travel (Document 101).

Felician University is a Non-Government Organization (NGO) at the United Nations and houses the Royal Academy of Science International Trust (RASIT) on our Rutherford campus. Both assist in the University's overarching mission to make a difference in the international community and bring even more diversity to its campuses in Rutherford and Lodi by attracting international students from around the world.

Question 8: Does Felician University have a general education program for undergraduate education, free standing or integrated into academic disciplines, that offers a sufficient scope to draw students into new areas of intellectual experience, expand their cultural and global awareness and culture sensitivity, and preparing them to make well-reasoned judgments outside as well as inside their academic field?

The general education program at Felician University is entitled, "General Education Curricular Commons: Education for Critical Consciousness: Informed Minds & Understanding Hearts" (Document 83). The General Education Curricular Commons (GECC) Program provides a liberal arts education that extends the learning experience of all our students beyond their professional competencies, fostering students' reflective awareness as both individuals and integral members of their society, global community and the natural world. The GECC serves as the basis for the integration of necessary skills required in the 21st century and preparation for more specialized learning within the majors.

Our program encourages the spiritual, ethical, intellectual, social and creative growth of the whole person within the Catholic Franciscan tradition. Two theme areas in the GECC deal specifically with the students' global awareness and ability to make well-reasoned judgments. One is theme area II (Ethics, Values, and Truth) wherein students "develop a framework of values and ethics to guide reflective decision making through the pursuit of truth and a deeper understanding of oneself and the world." Theme area VIII (Global Consciousness) encourages students to "embrace a global perspective through engagement with concerns, trends, gifts and challenges of diverse cultures" (Document 83). In short, Felician graduates are expected to be: attentive in their experiences, intelligent in their understandings, critical in their judgments of what is true, responsible in their decisions and loving in their actions – all of which serve the University's goal of changing the world, one life at a time.

"Critical Consciousness" speaks to the need for personal responsibility in constructing a self-awareness and self-understanding that is morally, intellectually, practically and spiritually sound. "Informed minds" addresses the desire we have for our students' intellectual development in both specialized and broad areas of study, which a General Education program is expected to help develop, and which includes: competence in fields of study; oral and written communication; creative, critical and analytical thinking; technology and information literacy; quantitative and scientific reasoning; theological and moral foundations. Finally, we promote "understanding hearts" via our influential Catholic Felician-Franciscan mission, which entrusts us with shaping the professional and personal lives of our students and our entire Felician community (Document 67 pgs. 105, 106).

Question 9: Does Felician University have a general education program for undergraduate education, free standing or integrated into academic disciplines, that offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy? Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives.

Consistent with our mission, the acquisition and demonstration of essential skills such as oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy are a direct focus of the remaining six theme areas of the GECC (Document 83).

These are:

- I. Faith & Reason – Synthesize the Catholic-Franciscan spiritual and intellectual traditions as a foundation to the advancement of a just and peaceful society and a sustainable global environment.
- III. Communication & Expression - Communicate effectively through reading, writing, listening, speaking, and creative expression.
- IV. Critical & Analytical Thinking – Critique information, ideas, positions, solutions and actions, through analysis of a variety of resources to reach reasoned and supportable conclusions.
- V. Information Literacy – Utilize information from diverse sources critically, creatively and effectively in the service of creating knowledge.
- VI. Technological Acumen – Use technological resources creatively, ethically, legally and with integrity.
- VII. Quantitative & Scientific Reasoning utilize and apply quantitative and scientific methods to interpret and critically evaluate information and phenomena.

Question 10: Does Felician University have a general education program for undergraduate education, free standing or integrated into academic disciplines, in non-US institutions that do not include general education, which provides evidence that students can demonstrate general education skills?

No, Felician University does not have a general education program for undergraduate education, free standing or integrated into academic disciplines, in non-US institutions that do not include general education.

Question 11: Does Felician University offer opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula at the graduate and professional education levels?

All four Schools within Felician University offer graduate programs (Document 94). For the past five years, students enrolled in these programs can present their scholarly research at an annual graduate symposium, as well as local and national conferences. Furthermore, all graduate programs require a research thesis, a dissertation, or other opportunities for students to pursue scholarship and experiential learning, such as capstone experiences, internships or practicums. Specific examples include:

School of Arts & Sciences

- Master of Science Computer Science (MSCS) requires a capstone project (real-world project) as well as a master's thesis.
- Doctor of Psychology (Psy.D) requires a doctoral practicum/internship and dissertation.
- Master of Arts in Counseling Psychology (MACP) requires practicum/internship.
- Master of Arts in Religious Education (MARE) requires a project-related capstone experience.

School of Business

- Master of Business Administration (MBA) and Master of Science in Health Administration (MSHA) require a real-world capstone experience and portfolio.
- Doctor of Business Administration (DBA) requires a dissertation.

School of Education

- Master of Arts in Education (MA Ed) requires an internship-specific professional portfolio.
- Board Certified Behavioral Analysis (BCBA) graduate certificate requires data analysis presentations internally and externally with school partners.

School of Nursing

- Master of Science in Nursing (MSN) requires a clinical practicum.
- Master of Science in Health Administration (MSHA)
- Doctor of Nursing Practice (DNP) requires an evidence-based DNP project.

Each of these requirements is overseen by full-time and adjunct faculty members who provide mentoring, guidance and quality control.

Question 12: Does Felician University provide adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered or assessed by third party providers?

Felician University provides two student learning opportunities that are designed, delivered, and assessed by third party providers. The first is the Online Consortium of Independent Colleges and Universities (OCICU) in which OCICU online courses are accepted for Felician credit. Assessment for the course is the final grade, and the Associate Deans for each academic program review the course descriptions, syllabi, and learning objectives of the OCICU courses to determine their consistency with our programs and course objectives. As of Summer, 2019, Felician courses have been submitted to and approved by the OCICU to be offered to all students in institutions belonging to the Consortium.

The second opportunity, Tutor.com, began in 2017 and provided online tutoring limited to students in fully online courses or in fully off-site courses. Data after one year showed that this service was underutilized, though satisfactory. In response to faculty feedback and a growing post-traditional student body, a new provider, TutorMe, was contracted in 2018 and now provides 24/7 online video/audio tutoring to all students unable to come on campus for tutoring. Program effectiveness is measured only by the student's rating after the tutoring session.

In summary, Felician University provides appropriate institutional review and approval of these third-party student learning opportunities.

Question 13: Is there periodic assessment of the programs providing student learning opportunities at Felician University?

There are multiple measures of periodic assessment of programs providing student learning opportunities. The Academic Prioritization Report conducted in 2012 included objectives to improve the quality of the learning experiences and to better serve the students of Felician University. Academic programs and academic support programs were reviewed and prioritized. The results of the prioritization were used to inform the University's

most recent strategic planning process. Another measure is the Annual Report completed by each of the Schools and academic support offices within the University. These reports identify the specific goals and objectives that have been set for the year and evaluate the extent of completion of the previous year's goals. These Annual Reports are submitted to the Vice President of Academic Affairs for review. An additional periodic means of assessment is the annual Programmatic Assessment completed by each academic program (Documents 102-165). The Major Field Test (MFT) or other discipline proficiency test has been used in most of the University's programs as a direct measure of our graduating senior students' learning outcomes. These assessments provide valuable ongoing information on student success, as well as the metrics that lead to program improvement.

Question 14: Does Felician University systematically evaluate its educational and other programs and make the public aware of how well and in what ways it is accomplishing its purposes?

Yes, Felician University systematically evaluates its educational and other programs and makes the public aware of how well and in what ways it is accomplishing its purposes through the dissemination of a summary of the President's Yearly Report, IPEDS Reports, and information on the Felician University website (accreditation information; consumer information; student's right to know information; indications of student success in external certifications; and indication of student success through presentations, academic competitions, exhibitions, radio Felician programming, and performances) (Documents 166-169).

Question 15: Does Felician University have a core of faculty (full or part time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs?

At Felician University the primary responsibility for the content, quality, and effectiveness of the curriculum rests with the faculty. Full-time faculty serve on committees dealing with academic issues and curricular quality control. In addition, faculty is joined by staff with relevant expertise in ensuring the integrity of academic programs.

Opportunities for Improvement and Innovation

1. Felician offers state approved certificate, undergraduate, and graduate programs. Program learning outcomes have been developed for each program and are assessed on a regular basis. This leads to the introduction of new courses within the General Education Curricular Commons (GECC) from each of the four Schools in order to broaden the student educational experience and keep pace with workforce readiness needs.
2. To ensure that all programs have sufficient resources and are meeting the needs of Felician students and the community, an annual academic program review process is followed that provides data that guides decision making. This continuous improvement model allows deans and faculty to respond to challenges in a timely manner.
3. The establishment of the Office of University Assessment (Fall 2019) will enable us to expand our use of data analysis in order to enhance the student experience and increase student engagement resulting in student success and increased retention rates.
4. As of Fall 2019 the software program "Handshake" (an innovative mobile-friendly career management program) has been available through the Career Development Center to assist students with

opportunities for internships and other options in experiential learning. Efforts need to be made to inform faculty advisors about the potential of the Handshake program for student experiential learning.

5. Prior Learning Assessment has been initiated as of Fall 2019 for the prospective adult student. Development of the process is ongoing and administered through the Office of University Assessment.

STANDARD IV

SUPPORT OF THE STUDENT EXPERIENCE

Standard 4: Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

Question 1: Does the University have accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds?

In alignment with our mission and values, Felician University strives to provide a higher education experience that is not only available and attainable but also affordable for all current and prospective students. To that end, the University has an inherent responsibility to empower students, their parents and other stakeholders with thorough and relevant information regarding costs of attendance and available resources that will help fund a college education. The University provides a spectrum of comprehensive information relating to tuition, fees, room and board, financial aid, scholarships, grants, loans, payment plans and refund policies that are easily accessible in both digital and hardcopy formats (Document 24). All information is regularly reviewed and updated by The Office of Student Financial Services as part of their annual reporting and review process (Documents 170-172).

The Office of Student Financial Services maintains a robust webpage (Document 80) that is located on the University website (Document 173). The Student Financial Services webpage directs site visitors to several portals containing detailed information on applying for financial aid (Document 174), tuition and fee information (Document 175), policies applicable to financial aid (Document 176), return of funds (Document 177), and payment information (Document 178). Similar information is also available through 2018-2019 in the hardcopy undergraduate and graduate catalogs in addition to the online versions of the undergraduate (Document 67) and graduate (Document 94) catalogs. In addition, the University also provides various presentations, events and workshops to enhance prospective and current students' understanding of various options to support college access, affordability and degree completion.

The University promotes college affordability by providing institutional grants and scholarships to students, totaling approximately \$21 million in 2017-2018, which is a 23% increase over the last four-year period. Specifically, Equal Opportunity Fund (EOF) students have been provided funding at higher levels, given their greater financial need. As a result of this additional funding, overall loan borrowing has decreased. Felician University's 3-year Cohort default rate (Document 179) for the Federal Student Loan program is 8.4%

compared to the national average (Document 180) of 10.8% and the New Jersey average (Document 181) of 9.7% for FY2015. Felician University offers financial literacy workshops sponsored by the Higher Education Assistance Authority (HESAA) as well as in-person loan exit counseling to all graduating seniors. The Office of Student Financial Services will begin generating digital award letters beginning in Fall 2019 for all students to provide detailed information regarding financial aid, including scholarships, grants, loans and payment plan options. The Office of Student Financial Services is also developing online forms for Fall 2019 for students to streamline the federal student aid application process.

Question 2: Does Felician University have clearly stated ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including a process by which students who are not adequately prepared for the study at the level for which they have been admitted are identified, placed and supported in attaining appropriate educational goals?

Up until 2017, all students, upon entry, were given placement exams in Math and English to determine if basic, precollege classes were essential. The 2017 and 2018 requirements have changed in that students scoring at least 550 in math and 560 in English on the SATs are exempt from either or both placement exams (Document 182). Furthermore, the admissions SAT score criteria were increased. Formerly, students were accepted with minimum scores of 790 (math) and 700 (English). Over the past five years, the institution has gradually increased the minimum requirements; currently, students with SAT scores below 850 (Math) and 760 (English) are not accepted for admission. There are, however, some exceptions based on GPAs. Only the School of Nursing has different admissions criteria for undergraduate admissions; Nursing applicants' minimum scores must be 980 (Math) and 900 (English), and applicants must have a 3.0 minimum GPA and C+ or better in sciences and math.

During summer months, Felician offers a summer program to underprepared students that are eligible for Equal Opportunity Funding (EOF). This affords students the ability to come to Felician for a five week stay to take advantage of enhancing their college preparedness, which benefits students both academically and monetarily (Document 183). In addition, students with disabilities are connected to support services and accommodations that can be provided to eligible students after they are admitted to the University (Document 99). Felician's EOF Program admits approximately 33 to 35 students to its summer bridge program, with an average retention rate of 93%.

Once accepted, students who require additional tutoring services can benefit in a multitude of ways, including face-to-face and online tutoring and workshops offered throughout the semester. Students receive help with test preparation, individual class assistance or advancement of skills (Document 98).

During freshman year, students are enrolled in the Freshman Year Experience program (FYE). This program provides a structured course that helps students acclimate to university life, and students are assigned to the Freshman Year Experience group based on academic major. The course is taught by a faculty member in the individual's academic program, and this faculty member will also serve as the academic advisor for the student's freshman year (Document 97).

Once a student progresses beyond freshman year, academic advising is done by faculty in the student's major(s). In addition to a faculty advisor, students who are EOF, veterans, 504, on academic/financial aid probation or undeclared/undecided also have a coach/mentor. Furthermore, the University is launching a new initiative to improve retention and graduation rates using Integrative Academic Advising.

During the semester, students must maintain a 2.0 grade point average in order to make Satisfactory Academic Progress. Students with a GPA below 2.0 will be placed on academic probation and will receive a notice from the Vice President of Academic Affairs. The School of Nursing has more stringent requirements for probation and dismissal.

- Students are required to maintain a 2.75 cumulative GPA throughout the program. Students whose Cumulative GPA fall below 2.75 will be placed on academic probation for one semester. Failure to raise the cumulative GPA to a 2.75 by the end of that semester shall result in dismissal from the BSN Program without a chance of re-admission.
- A student is permitted to repeat only one nursing course for a grade less than a C+ or a WD. A second nursing course grade of C+ or a WD shall result in dismissal from the BSN Program. The courses not included in this policy are NURS 215, NURS 225, and NURS 235. These three courses can be repeated only once, but do not count toward the dismissal policy.

In addition, Felician University has a designated Center for Academic Success (CAS) and has adopted an Early Alert System (Documents 184, Document 98) for students in academic jeopardy, and immediate intervention measures are further taken by faculty, pertinent staff members and by Academic Coaches (Document 185).

Review of the 2015–2018 catalogs shows consistent language year to year for EOF, as general requirements and admission criteria have changed minimally. In 2008, Felician was granted EOF graduate student funds. Since then, student allocations have gone up consistently, and Felician has additional EOF funding due to increased enrollment. Full-time enrollment is essential for graduate EOF funding for students to remain eligible for grant monies, which often results in students' ineligibility due to time and money constraints.

Question 3a: Does Felician University have clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including orientation and counseling programs to enhance retention and guide students throughout their educational experience?

Felician is committed to student retention, persistence, graduation, and success through coherent and effective support initiatives that create an inclusive, transformative, and engaging learning community that advances student success. These initiatives begin with first contact with our offices under the Enrollment Management umbrella. This includes the Undergraduate and Graduate Office of Admissions (Document 76) and Student Financial Services (Document 80); where a student can apply to the University and find information regarding financial resources available to them (see Student Financial Services). Policies and procedures to facilitate the success of admitted students are in the following publications:

1. **Felician Student Handbook** (Document 58)

The Handbook can be accessed from the University's website. Information in the Student Handbook explains the rights and responsibilities of community members within the Felician community. It details policies related to the Student Code of Conduct and Title IX policies.

2. **Felician Student Catalog** (Documents 67, 94)

The Student Catalogs, both Undergraduate and Graduate, explain information regarding academic policies and integrity, admissions, and financial aid and payment options. The Financial Aid section includes information about eligibility, as well as types of grants, work opportunities, and loans. The

payment section includes information about tuition and fees, payment methods, payment plan, chargeback, and residency.

The University orients students through several programs. Periodically through the year, groups of high school seniors are brought to the University to experience our Open House events. These programs are designed to ensure that graduating high school students get a greater understanding of the University. These days afford students the opportunity to make a smooth transition into the Felician community. Our Admissions Office works closely with local high schools to make information, applications, and placement available to students. During these programs, students are informed of the programs and services available, as well as the policies, procedures, and practices that students should be aware of during their time at Felician.

The efforts for orienting new students to the University community continue through the summer months. Students who are accepted to the University and their families are invited to participate in one of several Summer Orientation and Registration (SOAR) (Document 186) experiences throughout the summer. During these programs, students learn further details of the services and opportunities found at the University. The students also meet with staff and faculty, engage in academic advisement to develop their first term schedule and University ID and are given the opportunity to apply to University housing.

SOAR is also an opportunity for students to learn about their First-Year Experience (FYE) course and meet their instructor who will be their academic advisor for the first year. The FYE course (Document 187) is a comprehensive program that involves almost every single department at Felician. The purpose is to help students make the transition from high school to college and become university students while developing future career paths. The FYE program is a one-credit course that meets weekly in both the fall and spring semesters of a student's first year.

Felician University provides comprehensive, quality mental health services to all students (Document 188). We are a Stigma Free campus with counseling services that are free to students and are available by appointment and walk-in. The Counseling Center is currently working with the JED Foundation in preparation for a campus visit in the spring of 2020. Based on the survey conducted by the Counseling Center of students who received services, 100% of the students felt confident with the Center environment and 100% were satisfied with the services provided to them (Document 189).

Question 3b: Advisement to enhance retention and guide students throughout their educational experience.

Advisement to enhance retention and guide students throughout their education experience is multifaceted. As part of their professional requirements, all faculty provide prescriptive academic advising each semester, disseminating information regarding scheduling, course registration and major requirements with an aim toward degree completion in a timely manner (Documents 190, 191).

In Spring of 2017, Drop Guard, an early alert system, introduced faculty to intrusive/proactive academic advising, connecting advisors with advisees flagged as at-risk because of repeated absences, multiple missing assignments and/or failing grades. Faculty use was initially limited due to technical difficulties, but participation has increased. Flagged students are encouraged to meet with their academic advisors to strategize about resources needed to persist to successful course completion (Document 192).

At the undergraduate level, there are additional advisors in place to address the retention needs of specific populations of students, including but not limited to athletes, EOF, undeclared students, 504, academic probation and students failing to make academic progress (Satisfactory Academic Progress - SAP) to maintain

financial aid. These advisors provide targeted support and guidance that speak to the needs of the specific population.

In recognition of the research identifying the positive impact that advising has on retention, an Integrative Academic Advising (IAA) initiative was proposed in Fall 2018. An Integrative Academic Advisor aims to inspire, motivate and support advisees in achieving personal goals, overcoming challenges and persisting to degree completion. Faculty, qualified staff and administrators were invited to participate in an IAA development program in Spring 2019 and assume responsibility for a designated number of advisees commencing with the Fall 2019 semester. Ongoing assessment and training are built into the initiative.

For graduate students, advising occurs within their program by a faculty advisor/mentor. Programming and outreach for graduate students varies by School. The Graduate Catalog provides information on admissions, funding (fellowships, assistantships), financial aid, supportive services and administrative support (Document 94 pgs. 27-46).

Students receive free tutoring from professional and trained peer tutors in our Tutoring Studio. It is intended to complement the work of instructors, with attention to the needs of students, and may serve as an effective intervention for those at risk for academic failure (Document 193). Free 24/7 audio/video/text online tutoring is available to students who cannot attend during regular Tutoring Studio hours because of work, family obligations, or distance.

Question 4: Does Felician University have clearly stated ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement?

Felician's 2018-2019 Undergraduate Catalog (Document 67) and 2018-2019 Graduate Catalog (Document 94), as well as Felician's Admissions Website (Document 76) and Schools' webpages, School of Arts & Sciences (Document 194), School of Business (Document 195), School of Education (Document 196), School of Nursing (Document 197), offer detailed information regarding possible majors, minors, certificate programs and graduate degrees.

Prospective students contact the Enrollment Management Office and are assigned an admissions counselor based on their incoming status and/or geographical area. Felician operates under rolling admission. They receive follow-up emails, print materials, and texts from this counselor advising them of the admissions procedure and due dates. Once admitted, students are invited to participate in an Admitted Students Day to meet with department representatives who inform them about the content of their programs. This is followed by an overnight Summer Orientation and Registration (SOAR) (Document 186) experience, which includes information about Title IV and Title IX (Documents 198, 199).

Each School establishes policies and procedures for its graduate degrees and certificates. Graduate student orientation programs are individualized and specific to each School, 2018-2019 Graduate Catalog (Document 94), Arts & Sciences pp. 81-112, Business pp. 118-136, Education pp. 142-178, Nursing pp. 200-227. The support of students toward degree completion is the result of cooperation between the Graduate School programs and the University's many units and support services.

Processes for transferring into Felician are clearly explained in the 2018-2019 Undergraduate Catalog (Document 67 pgs. 34-37) and include a specific transfer student orientation and a dedicated academic advisor. Schools have additional transfer policies for majors or programs found both in the Catalog and on the individual School webpages, School of Arts & Sciences (Document 194), School of Business (Document 195), School of Education (Document 196), School of Nursing (Document 197). Processes for students wishing to transfer to another institution to further their career goals include an in-person exit interview and help from the Office of the Registrar in obtaining official transcripts.

In accordance with our mission and in order to address retention, advising is focused within the Schools and programs with every student assigned a faculty advisor in the relevant major or program. As described in Standard III, all first-time, full-time students take a First Year Experience course that covers the University's mission, policies, procedures and degree requirements. Undergraduate students who declare a major or program of study at this time are assigned a faculty advisor in the relevant major or program. If students do not declare a major, they are placed in our Discovery Program, where they take a specialized First Year Experience course designed to help them explore majors and participate in Career Service activities with a dedicated Academic Success Coach/Advisor. The Academic Success coach monitors students' progress throughout the semester through Drop Guard, our early alert system.

Students on probation for academic reasons also work with a Coach/Advisor from the Center for Academic Success to help them utilize resources such as tutoring, career or personal counseling, financial aid counseling and/or external community services when needed. In addition, they are limited to a reduced course load and required to retake failed courses when possible.

To ensure that all academic requirements have been met, current undergraduate and graduate students are required to apply for graduation through the Office of the Registrar, using a degree clearance process that audits their compliance with degree requirements. Both advisors and advisees use Web Advisor to track students' progress toward degree completion.

The University Career Development Center is the central resource for career development and placement (Document 200). The Center sponsors Career Fairs twice a year with vendors for job, internship, and service opportunities. As of April 1, 2019, College Central Network was replaced by Handshake, a career management and recruitment platform for posting job and internship listings, managing on-campus recruiting, advertising events, and other services. Focus 2 Career (Document 201) tools for articulating interests and exploring careers and Princeton Review – Preparing for Graduate School (Document 202), are also available. The Career Center staff is available by appointment and to drop-in students. There are a variety of programs to connect curricular and co-curricular learning in support of educational goal attainment.

All the aforementioned services ensure that we possess clearly stated ethical policies and procedures to admit, retain, and facilitate the success of our students in accordance with our mission.

Question 5: Does Felician University have policies and procedures regarding evaluation and acceptance of transfer credits and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches.

Felician University has comprehensive policies and procedures regarding evaluation and acceptance of transfer credits. "General Information for Transferring Students" can be found on the University website: Transferring Your Credit (Document 203, 204).

Felician University complies with the New Jersey Comprehensive State-Wide Transfer Agreement of September 2008 (Document 205). The purpose of this state policy was a seamless transition from public associate to public baccalaureate degree programs and supporting the successful acquisition of baccalaureate degrees by transfer students. Subsequently, the independent not-for-profit institutions were asked to participate as well. The agreement is monitored by the Secretary of Higher Education and the Presidents' Council of the State of New Jersey. All institutions participating in this agreement are expected to keep course descriptions, pre-requisites, and course equivalencies current. At Felician University this process is completed by the Registrar's office, in consultation with faculty, annually (Document 206).

Access is available to the definitive resource for determining community college transfer credits, located on the NJ Transfer Website (Documents 205, 206). NJ Transfer assists students in transferring courses from New Jersey's 19 community colleges to the 25 participating four-year institutions in the state. Felician has synced their credits for a seamless transfer of up to 90 credits, notwithstanding specific professional requirements.

Felician has designated two days per week during the Fall and Spring semesters for assisting students interested in transferring to Felician (Document 207). Students can meet with a counselor from a respective School of study and can submit an application and transcripts to receive an admission decision. This seamlessly moves a student through the transfer admission process.

An evaluation completed by a member of the National Association of Credential Evaluation Services (Document 208) is required for international transfer students whose previous institution was outside the United States. The University also enrolls international transfer students from other U.S. institutions.

Advanced placement with credit is granted to transfer students for experiential/prior learning based on their scores in the following: (page 35 in Catalog)

- Advanced Placement exams (AP)
- College Level Examination Program exams (Document 209)
- Challenge Exams

Advanced standing is also awarded to:

- Military transfer students who will have their military transcripts evaluated by the American Council on Education (ACE), as part of the admission process (Document 210). They are also eligible to receive credits for the Defense Activity for Non-Traditional Education Support (DANTES) examinations.
- Police, Corrections Officers, and Firefighters are awarded credits based on confirmation of the completion of their academy course of studies.

Community college students, as well as Bergen Technical High School students who participate in the University's articulation agreements or Memoranda of Understanding (MOU), are encouraged to take advantage of our Community College Partnership Bachelor Completion programs (Document 211).

The University offers credit for prior non-academic experience (Prior Learning Assessment, PLA). The policies and procedures for awarding PLA credit are clearly articulated. The guidelines include information on the general processes, portfolio requirements, and evaluation of credit (Documents 212-215, 403, 404).

Graduate students transferring to Felician have their transfer credits evaluated on a case-by-case basis.

Question 6: Does Felician University have policies and procedures for the safe and secure maintenance and appropriate release of student information and records?

Felician University's Privacy Policy protects all prospective or current students' information given to the University. The information provided can never be sold or traded unless the University has the person's consent to share or is legally forced to do so (e.g., by subpoenas or court orders). The University is not responsible for information gathered by clicking any external links not owned or affiliated with Felician. The full definition of Felician's Privacy Policy (Document 216) can be viewed on the University website.

Students can visit the Felician website and click on Campus Life (Document 217). The Student Right to Know/Student Achievement (Document 24) policy serves as a tool for students to find consumer information for financial aid and other basic financial aid-related questions, federal regulatory information that is student related, and other pertinent compliance information. The page contains graduation and retention rates, career services and employment data, drug and alcohol abuse information, the University Federal Education Rights and Privacy Act of 1974 (FERPA) policy, and Title IX information as well as general University information.

In Fall 2018, Felician hired NJEdge to conduct independent network vulnerability testing from "outside" the campus. Results were evaluated by our information technology team and all necessary adjustments were completed within one month of the date of the report (Document 218).

The University is subject to record retention requirements that are mandated by external accrediting bodies or state and federal regulatory bodies. The University's Compliance Office maintains all retention policies.

The Registrar, Financial Aid, and Bursar's Offices all follow government guidelines. Please refer to the below information found in both Undergraduate and Graduate Catalogs:

2013-2014:

- (Document 219 pgs. 30-49; 64-72)
- (Document 220 pgs. 26-39; 50-56)

2014-2015:

- (Document 221 pgs. 29-50; 65-73)
- (Document 222 pgs. 26-41; 52-58)

2015 -2016:

- (Document 223 pgs. 28-48; 62-70)
- (Document 224 pgs. 25-42; 52-61)

2016-2017

- (Document 225 pgs. 27-45; 56-63)
- (Document 226 pgs. 27-45; 56-63)

2017-2018

- (Document 227 pgs. 50-53; 69-76)
- (Document 228 pgs. 43-46; 57-63)

2018-2019

- (Document 67 pgs. 57-61; 78-86)
- (Document 94 pgs. 43-46; 58-65)

Question 6 relates closely to that of Standard 2: Ethics and Integrity. Ethics and integrity are at the forefront of Felician's core values. The University is committed to students and is vigilant in safeguarding all student information and records.

Question 7: Does Felician University have athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs? If so, what are they?

Felician University's Department of Athletics adheres to all other University policies and procedures as it pertains to academic standards (Documents 58, 67, 94). All Felician University student-athletes must meet the same academic criteria for admission to the University as all other matriculated students. Once student-athletes have been accepted they must be registered as a full-time degree seeking student which is twelve credit hours per semester in order to be eligible for intercollegiate competition. The University has a person designated as the Faculty Athletics Representative (FAR) who serves as the liaison between the Department of Athletics and the Faculty. The FAR is appointed by the President and works directly with the Dean of the Center for Academic Success and is responsible for academic advising of student athletes, maintenance of student compliance with NCAA eligibility standards, and communicating athletic game schedules and practices to the faculty. All student-athletes must maintain a 2.0 cumulative grade point average following their first semester of attendance to remain eligible for intercollegiate competition. In addition to maintaining a minimum grade point average, all student-athletes must make satisfactory progress toward their degrees, which involves earning a minimum of twenty-four credits in each academic year of residence. Furthermore, all student-athletes must successfully complete a minimum of nine credits each semester to maintain their eligibility.

Question 8: Does Felician University have adequate and appropriate institutional review and approval of student support services, designed, delivered, or assessed by third-party providers?

Felician University conducts yearly institutional review by means of assessment in all areas. Approval of modifications and new initiatives are addressed with the supervising Vice President and the University Cabinet when appropriate. The assessment process is addressed in Standard V.

Examples of third-party providers include Chartwells Dining Services, Follett Corporation, and Online Consortium of Independent Colleges and Universities (OCICU/Regis). These providers are reviewed or evaluated by the appropriate stakeholders. Methods include focus groups, annual review, satisfaction surveys, and oversight by appropriate Vice Presidents.

Question 9: Does Felician University provide periodic assessment of the effectiveness of programs supporting the student experience?

The Office of Student Affairs is composed of multiple offices and centers: Student Engagement, Community Rights and Responsibilities, the Counseling Center, the Career Development Center, and the Center for Student Health. All areas are required to complete an annual report.

The Office of Student Engagement holds focus groups, distributes satisfaction surveys, and relies on the information in the NSSE survey results to evaluate student satisfaction as discussed in Standard V.

Other departments within Student Affairs conduct broad-range surveys to gain knowledge of student satisfaction. For example, the Counseling Center has their Client Satisfaction Survey, in which 100% of the students who participated in the survey said they felt satisfied with the services they were provided (Document 229). During the Fall semester 2018, the Office of Student Affairs began integration with a new event management software, Presence (Document 230), that tracks student participation. This new software (Document 231) generates reports on major, class level, gender, race/ethnicity and other characteristics. Our current report for Spring 2019 is 302 individual students who have participated in programming.

Assessment results inform programmatic decisions and improvements to services within all areas. With regard to programs supporting student experience the Office of International Programs, the Center for Student Success, Campus Ministry, and every office that deals with student issues complete an annual assessment to determine their effectiveness and consistency with the University's mission (Documents 260, 261, 262, 266, 267, 268, 270, 273, 274, 275, 276, 287).

Opportunities for Improvement and Innovation

1. Felician University's Mission and Goals focus the University on student engagement, retention, persistence, completion, and success. Recently developed efforts at increasing these outcomes include the newly formed Curriculum Strategies Task Force, Integrative Academic Advising, the development of the "3D Felician Experience: Dream, Dare, Do" program (a college-readiness program that includes the First Year Experience and second year and third year semester-long experiences), a multi-faceted tracking toward graduation of the 2015 and 2018 Freshman classes, and the monitoring of four- and six-year graduation rates.
2. Recognizing the importance of adult education, Felician has committed resources to ensure that all students are afforded the opportunity to further their education through the ongoing development of certificate programs in all four schools and increasing hybrid and fully online programmatic offerings.
3. The establishment of the Institute for Information Sciences (Fall 2019) to address the workforce needs in technology and information sciences (which oversees the Center for Innovation) will further expand student opportunities to pursue careers in these areas.

STANDARD V

EDUCATIONAL EFFECTIVENESS ASSESSMENT

Standard 5: Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission and appropriate expectations for institutions of higher education.

Question 1: Does Felician University have clearly stated student learning outcomes, at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission?

Felician University has eight clearly stated learning outcomes (Document 12) relevant to students in all programs, at all levels. The eight learning outcomes flow from the University's Mission Statement (Document 2), which reflects Franciscan values and traditions. The eight learning outcomes and the mission statement are published in the Graduate and Undergraduate Catalogs.

School mission statements (Documents 232-235) and program-specific learning outcomes (Documents 236-242) support the achievement of the eight learning outcomes. University learning outcomes and Strategic Plan Principles, Objectives, and Initiatives are further delineated in the Institutional Assessment Templates where they are linked to assessment methods (Document 44, 397-399). Course syllabi link the mission statement and course objectives to course-specific educational experiences and outcomes.

This response supports compliance with Standard 5. Clear identification of student learning outcomes at all levels is necessary for development of discipline specific assessment methods to evaluate student learning. Standard 5 identifies tools to measure achievement of the learning outcomes as identified in Standard 3.

Question 2: Does Felician University have organized and systematic assessment, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals? How does Felician University define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals?

Felician University has assessment procedures in place, stemming from restructuring in 2014, ensuring that courses are assessed based on the University learning outcomes. Assessment is coordinated by the Institutional Assessment Council (IAC) (Document 243). Members of the Council engage in the work of oversight for the assessment process across the University to ensure that assessment serves the faculty, students and University effectively. Assessment outcomes are reviewed to ensure courses, their learning objectives and the University Goals are aligned to our mission, values and Strategic Plan (Document 244).

Two of the University's eight learning outcomes are evaluated by the faculty each academic year. Each program completes a template early in the Fall semester indicating assessment tools and benchmarks where applicable. These templates are submitted to the Associate Deans, uploaded in the appropriate database and verified by the corresponding IAC representative. A model can be seen in the 2018-2019 Preliminary Templates (Document 245-288). IAC members review the submissions with the Associate Dean and/or the faculty member. At the end of the academic year, the template is reviewed by a member of the Institutional Assessment Council to ensure that the necessary components are complete. The results of the assessments, including benchmarks, are analyzed and next steps are considered. The annual results are reported to the Vice President of Academic Affairs and Mission Integration and the President's Council.

Felician University's General Education Curricular Commons (GECC) serves to define the meaningful curricular goals for student learning (Document 289). Student learning within the GECC is assessed annually, looking at two of the eight University learning outcomes. Working with the template model, a process in parallel with the University-wide assessment under IAC is utilized. Programs whose courses populate each area participate in the assessment of their courses and students. The goal is to use the assessment data collected to make changes to the course(s) that will improve student learning. The inclusion of the "Actions Taken" column allows faculty to consider what steps they may take immediately or moving forward, with an opportunity to adjust this course the following academic year, commenting on any changes in the "Status" column [see

example Assessment Template for Area VI - Technological Acumen 2017-2018 (Document 290)]. General Education assessment adds another layer to the assessment process, ensuring the quality of course delivery is aligned with the University goals and mission.

External, nationally normed standardized tests provide multiple measures for benchmarking student success. All students complete the ETS Proficiency Profile test at the end of freshman year (ETS Proficiency Scores Link), as well as a capstone examination for the major (ACAT, ETS MFT, PRAXIS, or NCLEX). The PRAXIS and NCLEX tests are also a step toward certification/licensure in Education and Nursing programs. Schools report their external test results each year in their Annual Reports (Documents 291- 294). An analysis of our ongoing assessment indicated low scores specifically in critical thinking and quantitative reasoning on the ETS Proficiency Profile. These results led to the inclusion of a Critical and Analytic Theme Area within our GECC program (Documents 387, 388, 389). Continued assessment of the results indicated a need to develop strategic improvements in this area. This work is underway via the Curriculum Strategies Task Force which conducts periodic faculty workshops to address pedagogical techniques and assessment strategies.

Surveys such as the 2016 Graduating Students Survey (Document 295), 2017 Graduating Students Survey (Document 296), and the 2016 Alumni Success Survey (Document 297) gauge the effectiveness of the University across the curriculum through the eyes of the most important stakeholders: the Felician students. This feedback can be reported to faculty and staff to impact strategic initiatives that will assist in improving the student experience.

The IAC incorporates members from all areas of Felician University to engage in the assessment process to effectively work together to achieve the educational goals of the University as stated in the Strategic Plan.

This response to Standard 5 demonstrates the University's association of the mission, values, goals, University learning outcomes, and program goals in its approach to curriculum and assessment.

Question 3: How does Felician University prepare students in a manner consistent with their missions for successful careers, meaningful lives, and where appropriate, further education? What data does Felician University collect and provide on the extent to which they are meeting these goals?

The information below is taken from the 2018-2019 Non-Academic Initial Assessment Template Career Development Center VP Std Affairs Tab (Document 298).

The Career Development Center assists students and alumni with one-on-one career advising, job search strategies, interviewing tips and networking skills. They are responsible for offering guidance and assisting with internship placement and administering the Trustee Internship Fund. The Center sponsors internal and external career and internship fairs to enable students to network with employers.

Among the internship/mentorship opportunities afforded Felician students are KPMG, FBI, Newark Beth Israel Medical Center, Hackensack Meridian Health, Sun Mergers and Acquisitions, Leonia Board of Education, United States Secret Service, and Investors Bank (Document 299).

Please see internship data below from the CDC 2017-2018 annual report.

Figure 5.1: Internship Statistics for 2017-2018

Summer 2017	Fall 2017	Spring 2018	Total 2017-18 Academic Year
28 internships	39 internships (includes Clinicals/Student Teacher Internships and Nursing Clinicals)	114 internships (includes Clinicals/Student Teacher Internships and Nursing Clinicals)	181 overall total internships (77% increase from 102 internships in 2016-17)

Career Development data is collected and analyzed in the Unit Assessment Report (Documents 300, 301).

An example of how Felician prepares students and provides learning experiences that are consistent with their mission as seen in the *Non-Academic Unit Assessment template, Student Academic Success* (Document 302).

Question 4: Does Felician University have organized, and systematic assessments conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals? How does Felician University support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders?

Felician University conducts organized and systematic assessments evaluating the extent of student achievement of institutional and degree/program goals through multiple assessment strategies. All academic programs participate in self-assessment of institutional and degree/program goals through assessment activities coordinated by the Institutional Assessment Council (IAC), with the assistance of the respective Deans and Associate Deans, on an annual basis. Assessment strategies are clearly delineated for each program on the IAC templates (Documents 278, 303).

The need to enhance our assessment infrastructure led to the expansion of the IAC and the creation of the Office of Institutional Assessment (Fall, 2019), which is staffed by a Director and a Coordinator of the Institutional Assessment Council. This office reports to the Vice-President for Academic Affairs and is charged with overseeing all aspects of the assessment process and analyzing the data in order to make recommendations on programs, goals, and resource allocation,

Results of the analysis of the assessments are implemented in strategic initiatives that are included in the University's Strategic Plan. Regular progress reports on implementation and improvements are generated by the IAC and communicated to the President's Council and President's Cabinet. Progress in implementation is also reported in the President's Reports to the Board of Trustees three times annually.

Assessment of student learning outcomes consistent with program of study and degree level is accomplished through strategies identified above.

Question 5: How does Felician University use assessment results for the improvement of educational effectiveness consistent with the institution's mission of improving pedagogy and curriculum. Are the results consistent with the institution's mission of assisting students in improving their learning?

Assessment results inform the General Education Curricular Commons and each of the four Schools in decision-making concerning curriculum and syllabus revision; new course development and pedagogical strategies (Document 304). For example, the **School of Business** has required all incoming freshmen to take CS-140:

Management Information Systems as their Technological Acumen in the General Education Curricular Commons. This decision was a direct result of an analysis of the General Education Technological Acumen courses taken by incoming freshmen. The data revealed that Business students were taking the Introductory computer course rather than the course designed to assist with their Business majors. With the change in curriculum requiring these students to take CS-140 instead, the assessment indicators have shown a steady improvement each year. While CS-140 has had a major impact on this improvement, the faculty are also reinforcing Management Information Systems in all the business courses. The School of Business continues to review other courses to add to our curriculum to improve our student learning outcomes.

Figure 5.2: School of Business Information Systems Assessment Indicator

	Information Systems Assessment Indicator
Academic Yr. 2016-2017	44
Academic Yr. 2017-2018	46
Academic Yr. 2018-2019	49
National Norm	51

In the **School of Nursing**, assessment of the first- year curriculum and policies directing student retention have been assessed and have resulted in a change in policy regarding course repetition and the availability of certain courses during the summer sessions. These changes were implemented in Summer 2019 in order to assist with student learning and retention in the Nursing program. Students can now retake the course during summer session without losing momentum in the program.

The 2015-2016 Annual Report of the **School of Education** (Document 305) indicated that candidates for admission to School of Education programs “were having trouble” passing the Praxis Core exam, especially the Math section. As a result, “preparation courses” in Math, as well as in Reading and Writing, were developed by Math and English faculty in the School of Arts & Sciences and began to be offered in Fall 2016.

With respect to the **School of Arts and Sciences**, ETS MFT (Document 306) and ACAT (Document 307) results motivated proposals for more effective student review of material from previous courses, as well as more frequent and rigorous student practice in responding to questions and completing exams. Given the understood limitations of using ETS MFT or ACAT scores as a sole benchmark for evaluating possible curriculum or pedagogical deficiencies, analysis of the scores is supplemented by evaluation of student performance in capstone courses or senior research projects using detailed internally designed rubrics.

The following are examples of adjustments made based on assessment results. To improve student engagement and focus, external assessment exams are now being administered before final exams in order to avoid conflicts with such end-of-semester responsibilities. Students are provided practice exam questions, so they are familiarized with the style of questioning.

Compared mean scores and percentiles of four-year degree programs (ART, BIO, COMM, CRIM, CS, ENG, HIST, MATH, PSYC) comparing 2016 and 2017 ETS MFT or ACAT exam results (Documents 306, 307).

GECC: (Document 304)

Question 6: How does Felician University use assessment results for the improvement of educational effectiveness consistent with the institution's mission of reviewing and revising academic programs and support services?

Felician University utilizes assessment results to improve academic programs and support services. A detailed explanation of the academic assessment process and examples of programmatic changes that were implemented to respond to these results are listed above in this Standard. Assessment results also identify areas for continuous improvement relevant to support services. Academic support services have expanded to include more tutoring resources on and off campus (Tutor.com) and the hiring of a Remediation and Retention Specialist by the School of Nursing to provide academic support to undergraduate nursing students.

The University Libraries and the Center for Digital Design and Online Learning respond to assessment results by providing numerous workshops for faculty, staff and students.

Assessment of student learning and achievement as addressed above in this Standard demonstrates the effectiveness of academic programs and support services.

Question 7: How does Felician University use assessment results for the improvement of educational effectiveness consistent with the institution's mission of planning, conducting, and supporting a range of professional development activities?

A number of academic and non-academic workshops (Documents 400-402) have been offered as a follow-up to issues uncovered during the assessment process. Examples include: a diversity inclusion workshop for faculty and staff; an integrative advising workshop; assessment workshops for academic and non-academic units; and a 504 workshop for faculty. The retention process for faculty identifies the need for faculty participation in discipline-based conferences. The staff performance review process has led to strategic selection of conferences.

An initiative to improve faculty development through planned options can be seen in Felician's participation in NYU's Faculty Resource Network beginning in the 2016-2017 Academic Year (Document 308 pg. 5). This network, which faculty attend for a one-week summer seminar at NYU (Document 309), provides opportunities to engage with others in higher education in efforts to develop new skills to utilize in the classroom.

Question 8: How does Felician University use assessment results for the improvement of educational effectiveness consistent with the institution's mission of planning and budgeting for the provision of academic programs and services?

Felician University uses annual assessment results to inform the institutional planning and budgeting processes by providing information that allows for better decision making in the allocation of human and fiscal resources. The annual assessment process allows for well-informed, data-driven decisions that assist in continuous improvement of programs, efficiency of services and overall effectiveness of Felician University's efforts as defined in our mission to serve and prepare students for the future. The Strategic Initiatives are mapped to the institutional budget.

Question 9: How does Felician University use assessment results for the improvement of educational effectiveness consistent with the institution’s mission of informing appropriate constituents about the institution and its programs?

Felician University, through its assessment process, systematically evaluates and continuously improves all programs. The results are shared with stakeholders in various ways. Information about Key Performance Indicators (KPIs) of student success, such as graduation rates, retention rates, transfer rates, and job placement are available to all stakeholders through the IPED website, Felician University Fact Books, the University website, etc. Programs that have Advisory Committees share both the KPIs, as well as the results of assessment of student learning outcomes with committee members. KPIs are shared with faculty, staff, and Board members through the President’s University addresses and Newsletters, Board meeting presentations, and professional development opportunities offered within the University (Documents 310-313).

Feedback on the assessment process is wide-ranging as Felician attempts to keep many parties “in the loop” - from faculty to administration to appropriate constituents - ensuring that educational effectiveness remains in line with the institution’s mission through frequent review of educational effectiveness.

This standard has clear overlap with Standard IV’s notion of the need “to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission.”

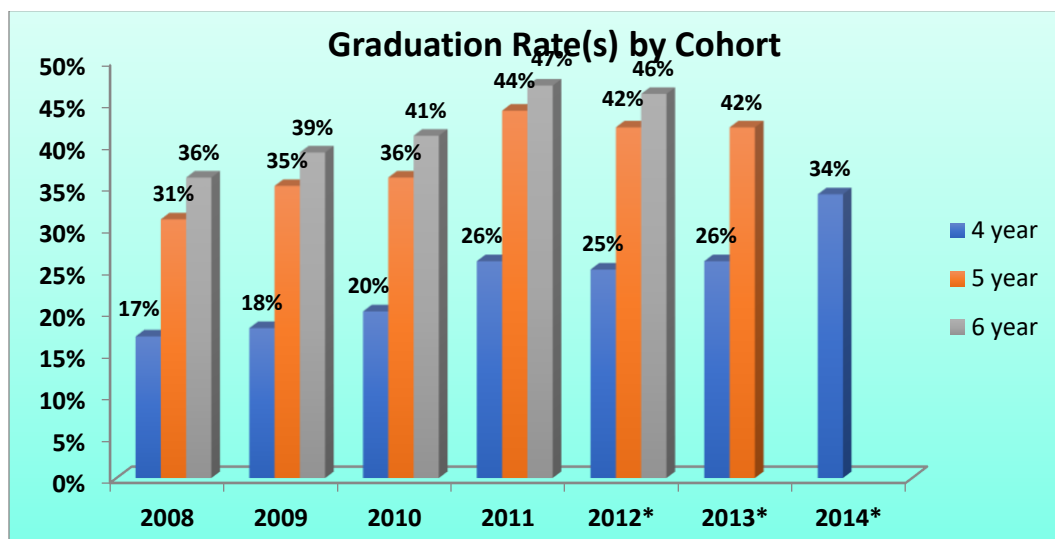
Question 10: How does Felician University use assessment results for the improvement of educational effectiveness consistent with the institution’s mission of improving key indicators of student success, such as retention, graduation, transfer, and placement rates?

Key Performance Indicators of Student Success are monitored and assessed continuously at Felician. The University Scorecard (Document 314) is used to monitor race and ethnicity of the student population, undergraduate and graduate enrollments, Pell eligibility, the percentage of first-generation students, retention rates, enrollment by County, average family income, percentage of New Jersey Tuition Aid Grant (TAG) eligible students, average institutional grant and scholarship aid, and average indebtedness. The University Dashboard (Document 315) is used to monitor enrollment trends, admissions and financial aid information, transfer of students into the University, adult undergraduate and graduate enrollments, retention and graduation rates, academic expenditures per student, endowment net assets, alumni participation, annual fund revenue, faculty to student ratios, and student satisfaction results from the Graduating Student Satisfaction Survey.

The Scorecard and Dashboard are distributed to all members of the President’s Cabinet and Council and analyzed each semester. The information gained from the analysis is used for both short-term and long-term planning.

Two of the most important indicators for assessing student success are graduation rates and retention rates. Through analysis of graduation rates, focused planning and an emphasis on improvement in graduation rates, Felician has consistently improved the 4-year, 5-year, and 6-year graduation rates since 2008.

Figure 5.3: Graduation Rate(s) by Cohort



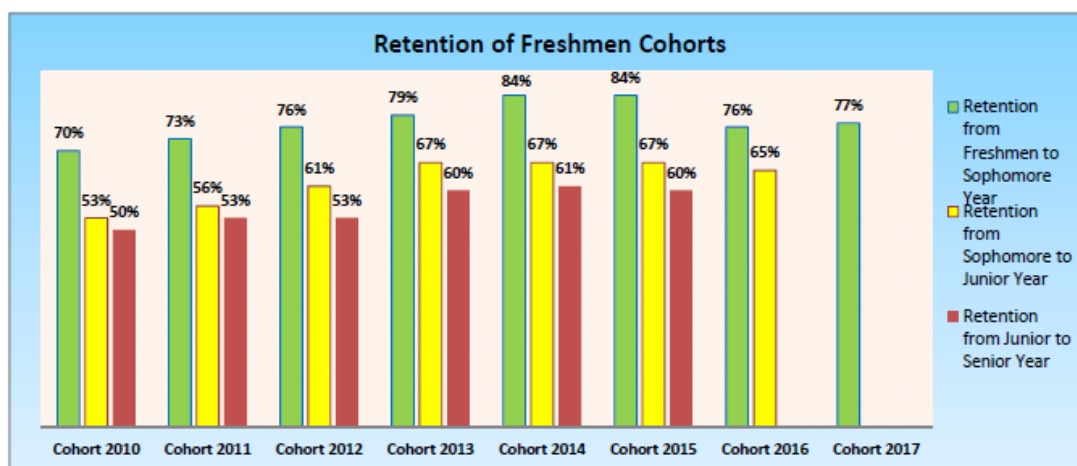
Graduation Rates by Cohort	2008	2009	2010	2011	2012*	2013*	2014*
Enrollment FR FT	252	251	324	341	228	151	270
4 year	17%	18%	20%	26%	25%	26%	34%
5 year	31%	35%	36%	44%	42%	42%	
6 year	36%	39%	41%	47%	46%		

*Not yet reported to IPEDS

Updated based on Degrees Conferred on October 3, 2018

Retention rates directly affect graduation rates and are a Key Performance Indicator for student success. While first year retention rates are important, Felician has learned from its assessment that monitoring the transition from sophomore to junior year and the transition from junior to senior year are also extremely important. By using the results of the assessments of retention, Felician has been able to implement initiatives that increased the retention rates from first year to graduation.

Figure 5.4: Retention of Freshmen Students by Cohorts



Data as of October 1, 2018

Cohorts	Full-Time, Freshmen Enrollment	Retention from Freshmen to Sophomore Year	Retention from Sophomore to Junior Year	Retention from Junior to Senior Year
Cohort 2010	324	70%	53%	50%
Cohort 2011	341	73%	56%	53%
Cohort 2012	228	76%	61%	53%
Cohort 2013	151	79%	67%	60%
Cohort 2014	270	84%	67%	61%
Cohort 2015	296	84%	67%	60%
Cohort 2016	316	76%	65%	
Cohort 2017	308	77%		

Data as of October 1, 2018

Question 11: How does Felician University use assessment results for the improvement of educational effectiveness consistent with the institution’s mission of implementing other processes and procedures designed to improve educational programs and services?

Assessment results at Felician are used to identify new processes, procedures, programs, and support services that will improve programs and services thus improving educational effectiveness.

Some examples include:

- Launch of the International Center for Autism, Disabilities and Research in Education (Document 293)
- Development of Discipline Specific FYE Courses (Document 292)
- Student Leadership Program (Documents 316, 317).
- Discovery Program (Document 318)
- Improved Facilities to enhance the educational experience (Document 313)
- Establishment of Felician Resource for Clothing Insecurities (Document 319)

Question 12: If applicable, does Felician University have adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third party providers?

Felician University has used a few third-party providers for assessment services in recent years. One example is IOTA Solutions (now IOTA 360) which was used University-wide for student course surveys from Fall 2014 through the Summer I 2016 semester. They managed surveys, aggregated results and provided faculty access to results. IOTA Solutions was hired after interviewing competition, receiving recommendations from several other universities that used IOTA's services and interviewing IOTA's CEO over the phone. Those in our immediate region who used IOTA were also contacted to get their feedback on the experience. The University parted ways with IOTA following an analysis of the cost, feasibility and quality of the results and returned to in-house paper surveys.

A second example was the Accuplacer test for incoming Freshmen which was used to place them in appropriate English and Math courses which was replaced by an SAT/ACT analysis in Fall 2019. A third example is the major field tests in each discipline administered by ETS, ACAT, PRAXIS and NCLEX. The process of approval and the decision to retain third party providers is made by the designated users in conjunction with the administration.

Question 13: Does Felician University have periodic evaluation of assessment processes utilized by the institution for the improvement of educational effectiveness?

Felician University conducts periodic evaluation of the assessment processes utilized for improvement of educational effectiveness through annual review of assessment methods at Institutional Assessment Council meetings and school-based meetings (Documents 390, 391). IAC liaisons review templates submitted for each academic year in June of that academic year. The Strategic Plan process involves annual assessment (Document 4).

Question 14: Do Felician planning processes integrate goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments?

Felician University's planning process currently integrates goals that can be seen across the institution, in an interrelated fashion, with offices and departments working together to achieve goals and improve student offerings and academic success. The planning process utilized to develop the 2014-19 Strategic Plan involved input from approximately 80 members of the University faculty, staff, and administration, as well as student focus groups. The initiatives within the Plan are updated each semester and new initiatives are developed annually based on on-going assessment and workforce needs. Some of these initiatives are direct results of the assessment of the academic and non-academic units. (The assessment process has been explained in detail above in this Standard.)

Felician continued to grow and plan guided by the Strategic Enrollment Plan. New Academic programs designed to meet workforce needs were and continue to be developed aligned with the University's mission. For example, the capstone course in the Bachelor of Professional Studies Marketing Minor (Document 320) was revised as a result of both direct and indirect assessment goals not being met for the 2017-18 academic year. The first DNP cohort was enrolled in 2012 and graduated in 2015. In the 2015-2016 Academic Year it was

revised as a result of both direct and indirect assessment goals not being met for the 2017-18 Academic Year. In the 2015-2016 Academic Year (Document 321), the following programs were created:

- Doctor of Business Administration (DBA)
- Master of Science in Computer Science (MSCS)
- Bachelor of Science in Business Analytics
- Bachelor of Arts in Early Childhood Education (Pre-K through 3)

In the 2016-2017 Academic Year (Document 308 pg. 6), the following programs were created:

- Doctor of Counseling Psychology (PsyD)
- Bachelor of Science in Exercise Sports Science
- RN to MSN Track
- Fully Online Master of Business Administration

The preceding examples of planning help illustrate just some of the ways in which Felician achieves its goals that are laid out in the 2014-2019 Strategic Plan (Document 4): as we continue to help serve our “diversified student population” and their needs (Principle I), by working to develop “new teaching and learning modalities” (Principle III), and by exploring our ventures and opportunities with “local communities” (Principle II), and our abilities as “stewards of our assets” as the new programs Felician has rolled out address “enrollment planning” and help the institution’s “financial stability” (Principle IV).

The overall institutional effectiveness, and Felician’s ability to plan, grow, and meet the needs of our students, can best be summarized by considering a few things:

- The Center for Professional Studies and Innovation was established in 2017-18. The first Certificate programs are planned to be launched in Fall 2019.
- Alumni success: A 2016 Alumni Success Survey (Document 322) found that 83.79% of respondents were employed and 29.60% were attending graduate school.
- Graduation rates: As reported in Question 10, above, graduation rates increased substantially (Document 38 pg. 27).
- Graduating Student Survey Results:
 - o 2015 (Document 323) 93% were ‘very’ or ‘generally’ satisfied, and 67% felt their academic ability developed ‘greatly’; 93% were ‘very’ or ‘generally’ satisfied, and 67% felt their academic ability developed ‘greatly’
 - o 2016 (Document 295) 90% were ‘very or ‘generally’ satisfied, and 60% felt their academic ability developed ‘greatly’
 - o 2017 (Document 296) 90% were ‘very’ or ‘generally’ satisfied, and 62% felt their academic ability developed ‘greatly’

The above examples demonstrate that Felician's planning processes are the result of the integration of academic, institutional and educational assessment and goals, based on our focus on student learning.

Opportunities for Improvement and Innovation

1. Assessments are clearly linked to the Mission, Strategic Plan Goals, Program Educational Outcomes, and the University budgeting process. Felician's assessment process includes multiple measures of student learning. The Institutional Assessment Council is currently exploring possible software packages that will improve our ability to collect and analyze assessment data and thereby increase the effectiveness of our assessment process.
2. The need to improve our assessment infrastructure led to the creation of the Office of University Assessment Fall, 2019), which is staffed by a Director and a Coordinator of the Institutional Assessment Council. This office is charged with overseeing all aspects of the assessment process and analyzing the data in order to make recommendations on programs, goals, and resource allocation,

STANDARD VI

PLANNING, RESOURCES, AND INSTITUTIONAL IMPROVEMENT

Standard 6: The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Question 1: Does Felician University have institutional objectives, both institution-wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation?

Felician University, consistent with its mission, has established University goals and learning outcomes that ensure that the planning and assessment processes are directly connected to the budgeting process. The University learning outcomes are applied to all academic programs (Document 12). In addition, all academic and non-academic programs have institutional assessment plans (Document 238) linked to the strategic plan. The Institutional Assessment Plan clearly states the University's vision, mission and goals (Documents 324, 3). It begins with a broad overview of the expectations for the University and narrows in scope to focus on individual areas including administrative and non-academic units, individual academic Schools, academic programs, and specific courses/procedures/areas which provide evidence.

Each non-academic and academic unit submits annual assessment templates outlining unit objectives, measurements and outcomes (Document 3). Clear timelines are given for submitting these individual assessment reports (Document 3). Each unit focuses on two objectives per year in order to give each goal adequate attention.

Unit assessment templates include actions needed and identification of ways in which the unit can improve on delivering an improved outcome for the students. Action plans are developed to successfully reach established goals and to request resources to achieve those goals. Each unit's needs are reviewed and prioritized by the unit head and respective Vice President, and either referred for budget deliberation or placed on hold for future consideration (Document 325). Each individual unit (non-academic and academic) submits an annual budget (Document 326) which becomes part of the University's Budget Matrix (Document 327-330).

Question 2: Does Felician University have clearly documented and communicated planning and improvement processes that provide for constituent participation and incorporate the use of assessment results?

Felician's Strategic Plan (Document 4), Assessment (Document 3), Facilities Master plans (Document 10), and Enrollment Plan (Document 6) all clearly document the participation of constituents within communicated planning and improvement processes.

The development of the current Strategic Plan (2014-19) engaged 79 members of the University community from all areas. The process included the establishment of small working groups and focus groups, environmental scans, demographic research, campus forums, student input, and surveys. The University will implement a two-year bridge plan for 2019/20- 2020/21 while it undergoes Middle States Self-Study and Accreditation. This will allow us to incorporate any results/recommendations from the Self-Study into our next five-year Strategic Plan.

The University has focused on Strategic Plan initiatives achieving the following: university status, doctoral programs in Business, Nursing, and Psychology, an Institute for Gerontology, the Blessed Mary Angela Institute, and provided fully online graduate programs in Business Administration and Nursing.

Strategic initiatives are developed and assessed annually by all units to meet the goals of the Strategic Plan. Assessments are completed by members of each unit and reviewed by the Institutional Assessment Council. Results are then reviewed by the Director of Institutional Assessment and presented to the Vice-President for Academic Affairs who then brings it to the President's Cabinet and the appropriate area Vice-Presidents.

Participation from constituents in the planning, development, and assessment of strategic initiatives effectively assists Felician in fulfilling its mission and goals.

Question 3: Does Felician University have financial planning and a budgeting process that are aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/objectives?

The University has a budget process for each fiscal year tied to the University's Strategic Plan. The budget model requires all areas to budget operational expenses and to submit requests for strategic initiatives (Documents 325, 326). Vice Presidents are to submit capital budget request items along with their area budgets. Capital budget items must also be in concert with the Strategic Plan.

As part of the budget planning process, the University has developed a focus on grant and foundation support to assist in building resources to support our initiatives. In collaboration with Hanover research and McAllister & Quinn, Felician has produced an annual plan for federal grant applications that meets the University initiatives and goals. The Office of Advancement assists the University in locating and applying for Foundation funding.

The budget process begins with an initial request to each of the area Vice Presidents. The Vice Presidents collaborate with their managers to complete an annual budget based on assessment, market conditions, and initiatives for the future growth of the institution. Vice Presidents forward the package to the Budget Director who compiles the budget, arriving at a draft of the yearly budget.

The budget is finalized by the President of the University for submission to the Board of Trustees and Felician Services Inc. for final approval (Document 330).

Question 4: Does Felician University have fiscal and human resources as well as a physical and technical infrastructure that is adequate to support the institution's operations wherever and however programs are delivered?

Felician University's budget forecasting takes into consideration strategic planning initiatives detailed within the 5-year plan to support our operation and education programs. Fiscal forecasting considers the overall economic, legislative and social environment that impacts the University. The budget forecasting process also focuses on the alignment of fiscal, human (staff/faculty), technological, and facilities alignment to ensure the University, with limited resources, achieves both its operational goals and financially meets its requirement for a balanced budget annually. For instance, an analysis of the fiscal cost of the employment of adjunct faculty is being conducted in Academic Year 2019-2020. The outcome of this analysis will help inform strategic fiscal planning going forward.

The University reports the budget forecast to the Board of Trustees throughout the year. This process begins with budget approval with the first board meeting of the fiscal year and budget closure at the end of the fiscal year. This is completed so that appropriate modifications throughout the year can be completed to ensure a balanced budget.

The University budget approval is aligned with facilities operations and information technology needs in concert with the University Facilities Master Plan (Document 10), which addresses both future building needs and current deferred maintenance projects. Initiatives are clearly identified and become part of the overall plan. Approval of initiatives included the consideration of positions and any or all human capital needs. An example includes The President's Five-Year Report to the community (Document 312) which gives further examples of how the University has allocated resources to achieve strategic planning initiatives, alignment of fiscal, human, technological, and facilities resources while maintaining a balanced budget.

Question 5: Does Felician University have clear assignment of responsibility and accountability throughout the University?

Felician University adheres to a Felician University corporate responsibility program which "supports efforts to live the University's mission and values in compliance with all laws, regulations, policies, as well as [to] address ethical or legal issues that may arise in work at the institution" (Document 331).

Felician University's Organizational Chart shows all positions in the University and includes reporting lines (Document 332). Each position is described in a detailed job description that includes the position title; the department in which the position belongs; the person to whom the position reports; and the job summary, responsibilities and qualifications (Document 333). The President conducts an annual State of the University

address to all University Trustees, faculty, staff, and administrators (Document 313). The Board of Trustees is kept up to date regarding the fiscal health of the institution and policy development through conference calls and conversations with the Board Chair and presentations at the Board meetings. The President's performance is evaluated on a yearly basis by the Board of Trustees. In addition, a comprehensive review by an external consultant was conducted at the conclusion of the President's fifth year at Felician.

The University's Human Resource office coordinates the evaluation process for all staff (Documents 74, 75). The Vice Presidents are evaluated annually by the President of the University and after five years of service undergo a 360- performance review which includes input by other Vice Presidents, Deans, and staff/faculty where appropriate.

The Faculty Handbook includes a description of Faculty ranks and responsibilities, policies and procedures regarding promotion, grievances administration (Document 57 pgs. 45, 46), and faculty scholarship (Document 57 pg. 16). Student evaluations for all courses are completed for each semester. The faculty retention process involves a three-year review for established faculty (and a yearly review for faculty in their first three years) (Document 57 pgs. 29-31).

In order to promote shared governance and transparency, a Faculty Senate was established in 2018-19. The Faculty Senate is currently in the process of revising both faculty-standing committees and the Faculty Handbook (Document 57).

Question 6: Does Felician University have comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes?

The Strategic Plan focused the University on achieving fiscal sustainability. Over the last five years the University has successfully evaluated operating expenditures, practiced responsible stewardship consistent with our mission, enhanced procurement opportunities, and strategically entered technology consortiums to control costs. This has resulted in three years of balanced budgets.

The University Facilities Master Plan (Document 10) includes several key new construction and/or major renovation projects as well as the completion of yearly maintenance on both University campuses. New construction and/or major construction projects on the Rutherford campus include completing and opening the Education Commons in August of 2015, housing a state-of-the-art nursing skills lab, digital library, and a "teachnology" classroom providing facilities for synchronous instruction anywhere in the world.

The relocation of the Center for Global Initiatives and the home base for Royal Academy of Science International Trust (RASIT) into Blessed Mary Angela Hall which houses the Office for International Programs allows for collaboration in program development and event planning that addresses the University's overarching goal of increasing diversity and providing opportunities for global studies.

Another enhancement to the Rutherford campus is an Innovation Lab open to the entire University and community to develop business models and designs for the future. The relocation of the entire School of Business to Martin Hall enabled the implementation of a stock exchange trading room on the first floor of the building. These two spaces are a direct result of the Strategic Plan's focus on innovation.

On the Lodi campus, improvements include flood mitigation of Obal Hall and the Library, improvements to the Breslin Performance Arts Center, classroom renovations, safety and security lighting, and the addition of an NSF grant funded cybersecurity lab.

The Plan reflects the University's emphasis on sustainability; many projects on both campuses have been completed to this end. In partnership with the Felician Sisters of North America, the University installed solar panels on the roof of Obal Hall on the Lodi campus in July 2017, lessening the University's carbon footprint. The Plan notes any new space or renovation project be outfitted with energy and water conservation fixtures. Energy efficient LED lighting fixtures and automated light and HVAC controls have been installed throughout both University campuses.

Information Technology provides direction and outlines strategies for deploying emerging technologies and information resources to support the mission of the University. It is based on key information technology trends in higher education and links the University's Strategic Plan and the financial planning processes to technology support.

The goal is to provide IT support services to implement new technologies that will help students, faculty, and staff. The University is now implementing Ellucian's Student Planning System to improve student advising and planning. Information Systems, in conjunction with Enrollment Services, is in the process of implementing Slate (CRM) software.

The University has also increased the Wi-Fi bandwidth in its residence halls allowing students to have greater access to Wi-Fi and internet services.

Question 7: Does Felician University have an annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter?

Felician University completes an independently certified financial audit for each fiscal year. The University observes a June 30 year end. Copies of the FY2015, FY2016, FY2017 and FY2018 audits can be found at (Documents 334-336).

The audit provides details of the University's financial results as well as an A-133 report on both Federal and State awards. The audited financial statements include the University's Statement of Position, Statement of Activities, and Statement of Cashflows. Notes included as part of the financial audit provide additional details as to line items listed in the aforementioned financial statements.

The University has received a "statements are fairly presented" opinion in each of the listed fiscal year audits. Additionally, the last two fiscal years' audits were completed with "no financial findings" reported.

Question 8: Does Felician University have strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals?

The institution's planning processes, resources, and structures are aligned with each other and contribute to the fulfillment of its mission and goals. Annually the President's Council engages in an environmental scan and Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis to inform planning in response to emerging challenges and possibilities. Felician has completed the final year of its Strategic Plan 2014-2019 and

has obtained Board of Trustees and FSI (Felician Services Incorporated) approval on a new Two-Year Bridge Plan for 2019/20-2020/21. In line with the mission, this is a collaborative effort which relies on the input of the entire Felician community and which we see as creating real value.

The ongoing assessment of student success, consistent with our mission, has resulted in a number of substantive changes designed to address retention. In the School of Nursing, for example, a retention evaluation resulted in the implementation in Fall 2018 of a dedicated tutoring initiative which focused on students who had academic difficulty in two critical courses.

Figure 6.1: School of Nursing Retention Rate (UG) Fall 2014 Cohort

School of Nursing Retention Rate (UG) - Fall 2014 Cohort*													
Academic Program Name	No. of Students	First-Year Retention				First-Year Attrition		Second-Year Retention				Second-Year Attrition	
		Retained at the same Program		Moved to Different School				Retained at the same Program		Moved to Different School			
		No. of Students	%	No. of Students	%	No. of Students	%	No. of Students	%	No. of Students	%	No. of Students	%
Preparing for a Career in Nursing	12	10	83%	2	17%	0	0%	7	58%	2	17%	3	25%
Nursing, BSN	56	47	84%	3	5%	6	11%	15	27%	26	46%	15	27%
Total	68	57	N/A	5	N/A	6	N/A	22	N/A	28	N/A	18	N/A

* Based on Fall 2014, 2015 & 2016 Snapshot data

* Based on Fall 2014, 2015 & 2016 Snapshot data

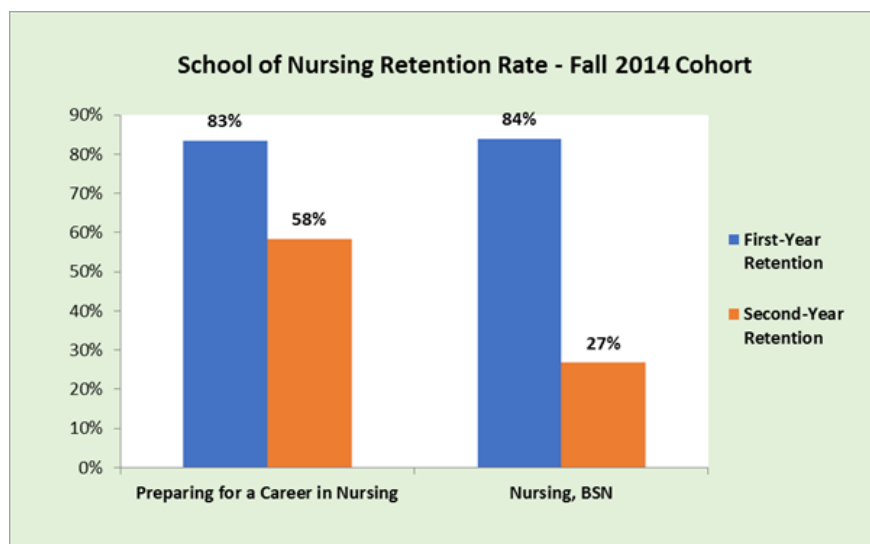


Figure 6.2: School of Nursing Retention Rate (UG) Fall 2015 Cohort

School of Nursing Retention Rate (UG) - Fall 2015 Cohort*													
Academic Program Name	No. of Students	First-Year Retention				First-Year Attrition		Second-Year Retention				Second-Year Attrition	
		Retained at the same Program		Moved to Different School				Retained at the same Program		Moved to Different School			
		No. of Students	%	No. of Students	%	No. of Students	%	No. of Students	%	No. of Students	%	No. of Students	%
Preparing for a Career in Nursing	27	22	81%	3	11%	2	7%	8	30%	11	41%	8	30%
Nursing, BSN	56	52	93%	2	4%	2	4%	34	61%	8	14%	14	25%
Total	83	74	N/A	5	N/A	4	N/A	42	N/A	19	N/A	22	N/A

* Based on Fall 2015, 2016 & 2017 Snapshot data

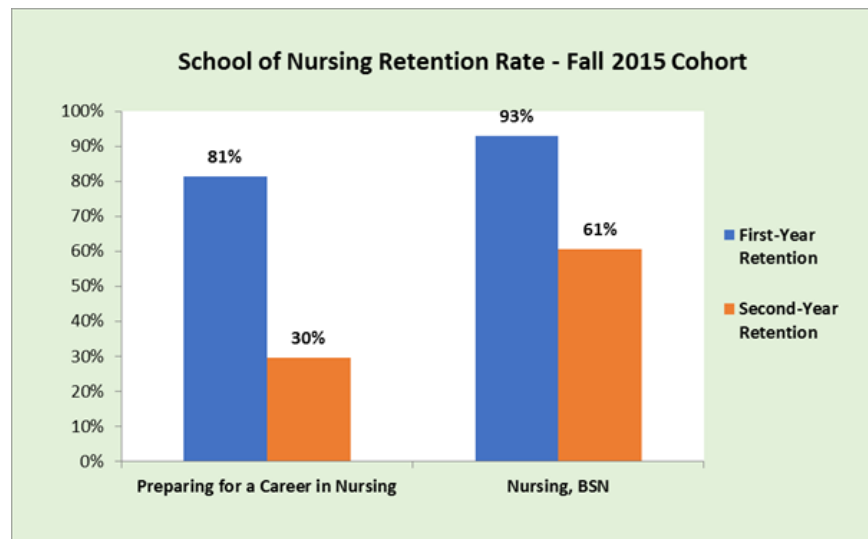
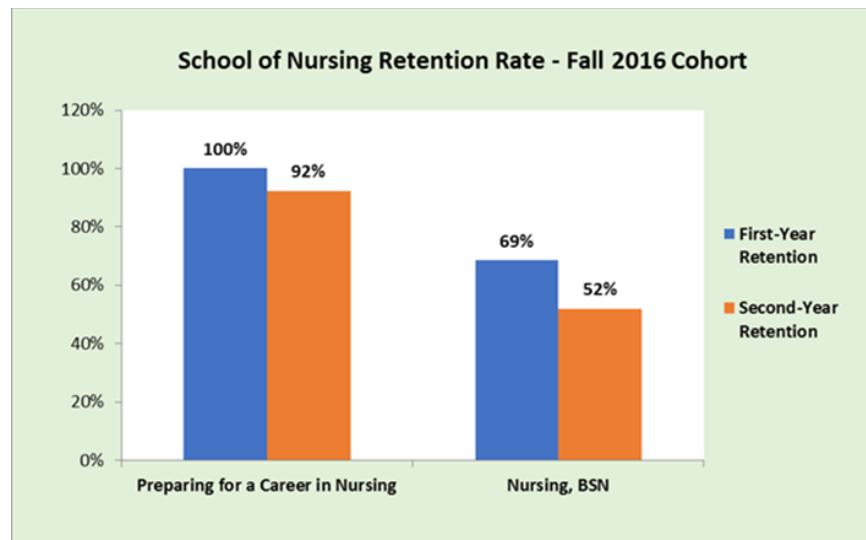


Figure 6.3: School of Nursing Retention Rate (UG) Fall 2016 Cohort

School of Nursing Retention Rate (UG) - Fall 2016 Cohort*													
Academic Program Name	No. of Students	First-Year Retention				First-Year Attrition		Second-Year Retention				Second-Year Attrition	
		Retained at the same Program		Moved to Different School				Retained at the same Program		Moved to Different School			
		No. of Students	%	No. of Students	%	No. of Students	%	No. of Students	%	No. of Students	%	No. of Students	%
Preparing for a Career in Nursing	13	13	100%	0	0%	0	0%	12	92%	0	0%	1	8%
Nursing, BSN	54	37	69%	6	11%	11	20%	28	52%	9	17%	17	31%
Total	67	50	N/A	6	N/A	11	N/A	40	N/A	9	N/A	18	N/A

* Based on Fall 2016, 2017 & 2018 Snapshot data



Four years ago, the School of Business examined the major field test scores to determine where the students were falling short. One weakness was information technology. It was found that students were not taking technology courses appropriate for Business. Rather they were opting for a less rigorous technology course. A programmatic change was instituted making it mandatory that all students in the School of Business would need to enroll in Management Information Systems for technological acumen.

Figure 6.4: School of Business Assessment Indicator

	Information Systems Assessment Indicator
Academic Yr. 2016-2017	44
Academic Yr. 2017-2018	46
Academic Yr. 2018-2019	49
National Norm	51

A second result of assessment outcomes was in relation to Micro- and Macro-economics. Courses were redesigned to include Aplia, a software package which reinforces course content. A third area impacted by assessment had to do with students not retaining foundational information as they advanced through the program. Courses were revised to include foundational content first introduced in their Freshmen courses.

In addition to the Strategic Planning process which involves all areas of the University, our shared governance model provides opportunities for the entire community to assess resource utilization that is in accordance with our mission. The following committees serve the University in an oversight capacity to ensure the adequate and efficient utilization of University resources:

The Financial Affairs Committee of the Board is charged with reviewing and recommending the annual operating and capital budgets, overseeing and recommending investments, monitoring the attainment of

financial goals and budgets, comparing actual results and actual performance to the approved budget in order to provide recommendations for achieving financial goals, and overseeing other financial matters.

The Audit Committee of the Board is responsible for reviewing the external audits of the Institution's finances for the purpose of ensuring long-term financial stability.

The Compensation Committee of the Board specifically reviews the compensation packages of the President and the Vice Presidents. They also review the University's overall strategy for providing compensation increases to the faculty and staff.

The Ad Hoc Facilities Committee of the Board reviews the capital expense budget for each fiscal year. The committee also monitors the progress of each year's projects to determine if they remain on schedule for their anticipated completion date.

The Committee on Institutional Advancement of the Board is responsible for identifying long-range fundraising projects that will support the university functions and developing strategic fundraising plans.

The Academic Integrity Committee of the Faculty Senate has direct responsibility for evaluating policies and procedures related to University-wide degree requirements and for formulating new policies pertaining to degrees and degree requirements.

The Faculty Development Committee of the Faculty Senate promotes the professional growth of the faculty consistent with the mission and goals of the University. It provides oversight to the faculty summer stipend and sabbatical selection processes.

The Institutional Assessment Plan (IAP) is based on the mission and goals of University. The IAP was created "as the systematic and ongoing process of collecting information for improving the overall effectiveness of the institution by measuring our progress towards achieving our mission" (Document 337 pg. 4). Results of assessments are used to "inform decision-making to improve effectiveness and to allocate institutional resources effectively" (Document 337, pg. 4).

Question 9: Does Felician University have periodic assessment of the effectiveness of planning, resources allocation, institutional renewal processes, and availability of resources.

Embedded in the Strategic Planning Process are quarterly assessments and updates of the initiatives in each year's plan. Responsibility for the monitoring of goals in all areas of the University lies with the respective Vice President. The Cabinet and the President review all quarterly reports to assess adequacy of resources, effective planning, resource allocation, and institutional renewal.

The University is focused on ensuring fiscal responsibility through the monthly budget monitoring process. The CFO will ensure, in consultation with the Cabinet, that the University will remain on target for a balanced operating budget.

Question 10: Does Felician University have documented financial resources, funding base, and plans for financial development, including those from any related entities (including without limitation systems, religious sponsorship, and corporate ownership) adequate to support its educational purposes and programs and to ensure financial stability? Does Felician University demonstrate a record of

responsible fiscal management, have a prepared budget for the current year, and undergo an external financial audit on an annual basis?

The University's documented financial resources include primarily tuition and fee revenue. Other resources such as auxiliary services, grants and donations are the remaining components of the funding base. This funding base has proven adequate to support the educational purposes and programs and to assure financial stability. The University does not receive funding from the religious sponsor.

The University Finance Department prepares unaudited monthly financial statements which are reviewed by the President of the University. [Audited financial statements are reviewed annually by the Audit Committee of the Board of Trustees (Documents 325-329, 334-336).] After Presidential review, the statements are forwarded to Felician Services, Inc.

Felician University conducts an annual budget process for each fiscal year. This process provides each area Vice President with documents for the upcoming fiscal year budget. The budget process includes both an Operating Budget and a Capital Budget.

The budgets, when completed, are presented to the University President for approval. The budgets are then brought to the Committee on Financial Affairs for review. If satisfactory, the budgets are forwarded to the University's Board of Trustees. The Board of Trustees reviews and, if satisfied, approves and forwards it to FSI, Inc. for final approval.

Opportunities for Improvement and Innovation

1. The current assessment reporting timeline does not adequately align with the University's fiscal year budgeting schedule. The Office of University Assessment, working with the Office of Finance, will modify the assessment reporting process to better align with the budgeting process.
2. The University has collaborated with Hanover Research and McAllister and Quinn to produce federal grant applications focused on strategic priorities. We are continuing to develop new revenue streams through grant funding to encourage innovative opportunities that align with the Strategic Plan. The University continues this collaborative approach with McAllister & Quinn to secure federal grant funding.

STANDARD VII

GOVERNANCE, LEADERSHIP, AND ADMINISTRATION

Standard 7: The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

Question 1: Does Felician University have a clearly articulated and transparent governance structure that outlines its roles, responsibilities and accountability for decision making by each constituency, including governing body, administration, faculty, staff, and students?

The Felician University governance structure is designed to preserve and support the Catholic/Franciscan/Felician mission of the University. Felician University is governed by the Amended and Restated Bylaws of Felician University (2016) (Document 338) which articulates the roles and responsibilities of the religious sponsor (The Congregation of the Sisters of St. Felix of Cantalice, Our Lady of Hope Province) and the Board of Trustees. Felician Services, Inc., an Illinois not-for-profit, is the Sole Member of the corporation and has sole authority to initiate and approve the following actions:

- (a) To adopt, alter, amend or repeal the Certificate of Incorporation or the Bylaws of the Corporation after consultation with the Board;
- (b) To adopt or revise the statements of philosophy, mission or purpose of the Corporation after consultation with the Board;
- (c) To merge, consolidate, dissolve or otherwise change the corporate structure of the Corporation after consultation with the Board;
- (d) To authorize the sale, lease, exchange or other disposition of all or substantially all the assets of the Corporation after consultation with the Board;
- (e) To authorize the Corporation to incur any indebtedness (other than trade obligations incurred in the regular course of business), guarantee any indebtedness of another entity or allow any property of the Corporation to secure any indebtedness after consultation with the Board;
- (f) To approve the purchase, transfer, sale, long-term lease or encumbrance of any real property owned by the Corporation after consultation with the Board;
- (g) To approve the creation of, or the purchase of an equity interest in, any legal entity, or to approve entering into any partnership or joint venture (regardless of its legal form) other than passive investments by the Corporation;
- (h) To approve, upon recommendation of the Board, an annual operating budget, and any capital budget, of the Corporation;
- (i) To approve any unbudgeted operating or capital expenditures in excess of \$100,000 after consultation with the Board (Document 338, p. 2);
- (j) To appoint, elect, or remove members of the Board (each a “trustee”), with or without cause, or determine the number of trustees of the Corporation after consultation with the Board;
- (k) To appoint and remove, with or without cause, the Chairperson of the Board (the “Chairperson”) after consultation with the Board;
- (l) To appoint, elect, or remove, with or without cause, the officers of the Corporation;
- (m) To approve, upon recommendation of the Board, the selection of the independent auditors of the Corporation;

- (n) To assure that all actions of the Corporation are consistent with the purposes of the Congregation of the Sisters of St. Felix of Cantalice;
- (o) To carry out periodic evaluations of the Corporation and to otherwise monitor the accomplishment of the goals and the adherence to the philosophy of the Corporation;
- (p) To approve, upon recommendation of the Board, the long-term and strategic plans of the Corporation;
- (q) To approve any acts of extraordinary administration under the Canon Law of the Roman Catholic Church; and
- (r) To authorize the Board to award honorary degrees, after consultation with the Board, and in testimony thereof give suitable diplomas and certificates, under the seal and the signature of such officers of the Corporation and the Sole Member as they shall deem expedient (Document 339).

Question 2: Does Felician University have a legally constituted governing body that serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, fiscal well-being of the institution?

The Board of Trustees of Felician University is charged with upholding the mission and goals of the institution including fiduciary responsibility, academic quality, planning, and fiscal well-being.

The Bylaws speak clearly to the powers of the Board of Trustees (Document 338 pg. 4). “Except as otherwise provided by law, the Certificate of Incorporation, or the Bylaws (Document 338 pgs. 2,3), all the business and affairs of the Corporation shall be managed by the Board, and the Board shall have the general power to manage and control the affairs and property of the Corporation including, but not limited to, the following responsibilities:

- (a) Determining policies for the Corporation in the conduct of its ordinary business;
- (b) Assuming an active role in fundraising;
- (c) Evaluating the annual performance of the President;
- (d) Monitoring the key indicators of ministry quality (mission, financial management, and service);
- (e) Reviewing and recommending the annual operating and capital budgets for the Sole Member’s approval;
- (f) Approving all policies concerning investments;
- (g) Reporting to the Sole Member at the annual meeting of the Board;
- (h) Approving promotion of faculty as recommended by the President;
- (i) Granting such degrees as are usually granted by academic institutions and in testimony thereof giving suitable diplomas, under the seal and the signature of such officers of the Corporation and the Sole Member as they shall deem expedient;
- (j) Reviewing and approving handbooks and manuals of the institution which include statements of the Corporation’s policies; and

- (k) Serving as the final court of appeal at the institution for the Corporation. All grievances must be processed through appropriate channels to the President for placement on the agenda.”

The number of Trustees of the Felician University Board shall not be less than fifteen. The exact number of Trustees shall be fixed from time to time, within such limit, by the Sole Member (Document 338 pgs. 4,5; 340). The Board shall hold regular meetings at least three times a year including an annual meeting.

The Board of Trustees is charged with responsibility for general supervision over the conduct of the University and the evaluation of the President. Specifically, among its other responsibilities, it has authority and responsibility in monitoring the key indicators of ministry qualities; reviewing and recommending the annual operating and capital budgets for the Sole Member’s approval; approving all policies concerning investments; reporting to the Sole Member at the annual meeting of the Board; approving promotions of the faculty as recommended by the President; granting degrees; reviewing and approving handbooks and manuals of the institution and serving as a final court of appeal at the institution for the Corporation (Document 338 pg. 4).

The University Board of Trustees is composed of an Executive Committee, comprised of which includes a Chairperson, University President, a designee of the Sole Member and other members of the Board approved by the Board. In addition, the standing committees include the Nominating Committee, Committee on Academic Affairs and Student Support Services, Committee on Financial Affairs, Audit Committee, Committee on Institutional Advancement, and Ad Hoc Committees (Document 338 pgs. 8,9).

Question 3: Does the governing board establish and comply with a written conflict of interest policy designed to ensure that impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest, and supports the Chief Executive Officer in maintaining the autonomy of the institution?

As stated in Standard 2, Question 4, the Board of Trustee’s Amended and Restated Bylaws of Felician University (Section 6.8) addresses policy regarding conflict of interest (Amended and Restated Bylaws of Felician University).

Faculty and Staff conflict of interest is referenced in the Employee Handbook (Document 71) (August, 2017, under the following headings and pages: 1.4 Outside Employment Policy, page 4 (Employee Handbook 1.4 Outside Employment); 1.5 Gifts Policy, page 5 (Employee Handbook 1.5 Gifts Policy); and most specifically under Standards of Conduct, pages 38-39, Employee Conflicts of Interest). (Employee Handbook Standards of Conduct pgs. 38-39) As stated therein,

“...we are committed to acting in good faith in all aspects of our work. We will avoid conflicts of interest or the appearance of conflicts between the private interests of any employee and his or her work duties. A conflict of interest may exist whenever an employee or a related party (e.g., family member, friend, student or business associate) receives a benefit from a decision or action taken by the employee.”

Question 4: Does Felician University have a Chief Executive Officer who:

- a) **is appointed by, regularly evaluated by, and reports to the governing body and shall not chair the governing body;**
- b) **has appropriate credentials and professional experience consistent with the mission of the organization;**
- c) **has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission; has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness?**

The President is the chief executive officer of the University who is ultimately responsible for all administrative and academic operations of the institution (Document 338 pg. 11, Document 347). As the first lay president, Dr. Anne Prisco, has led Felician University through a transformational period. These changes encompass curricular developments, facilities enhancements and the adoption of a strategic plan (2014-2019) that honors Felician Franciscan values and prepares the University for a promising future – "A 21st Century Education Based on Timeless Values" (Document 4).

The University provides its students with a high-quality, affordable education. The current President of Felician University has held the post since 2012. To ensure the continuation of the mission of the University, one of the criteria for the President was that s/he must be a practicing Catholic. Dr. Prisco's belief in and vision of the University has achieved a remarkable level of mission awareness throughout the University community. Dr. Prisco holds a bachelor's degree from the University of Arizona (1979), an M.B.A degree in Finance from Fordham University (1984), and a Ph.D. in Economics and Education from Columbia University (2000). With more than 30 years of experience, Dr. Anne Prisco brings a combination of administrative and academic experience in higher education to the University. During her tenure, Felician attained University status in 2015; extended our global partnerships in Vietnam, Italy, China, Spain, France, Taiwan, South Korea, Japan, United Kingdom, and Ireland; established partnership with the Royal Academy of Science International Trust (RASIT); the Institute for Gerontology; the Blessed Mary Angela Institute for Contemplative Action and Transformation; the Center for Innovation and Professional Studies; the School of Business Innovation Lab; the Barbara J. Toscano Nursing Resource and Simulation Center; created the Felician University Internship Fund; revised the general education curriculum; introduced 13 new academic programs; expanded high school dual enrollment and county college partnership programs. Focus on student success as measured by retention and graduation rates has seen a considerable increase among all student groups across race and ethnicity

Question 5: Does Felician University have an administration possessing or demonstrating an organizational structure that is clearly defined and that clearly defines reporting relationships and is an appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities?

The University Organizational Chart (Document 332) clearly supports the organizational structure and reporting lines for all faculty, administrators and staff of the institution. This document is updated during each budget

cycle, and all position descriptions are maintained by the Office of Human Resources. Detailed organizational charts of each Vice President's area are also available.

The President is advised by the following councils: President's Cabinet, President's Council, Council of Regents, Faculty Senate, and elected leadership of the Student Government Association.

The President's Cabinet is the primary policymaking and advisory group to the President made up of the Vice President for Administration, Vice President for Academic Affairs and Mission Integration, Vice President of Student Affairs and Dean of Students, Vice President for Enrollment Management, Vice President for University Advancement, Vice President of Business & Finance (CFO). In 2019, new positions were created that have joined the Cabinet: a Chief Information Officer and the VP for Technology, Design and Innovation. The members of the President's Cabinet are subject to the approval of the Board of Trustees. The Cabinet meets weekly and oversees the implementation and evaluation of the University's Strategic Plan (Document 57).

The Cabinet prioritizes staff initiatives and provides progress updates and opportunities for collaborative decision-making and planning regarding strategic planning.

The President chairs the President's Council, which meets monthly and includes the Vice Presidents, Assistant Vice President, Executive Directors, Deans, and selected Directors. The agenda is driven by institutional priorities and issues deemed to be essential to the smooth functioning of the University. Each meeting places student success at the center of all discussion, actions and planning.

The Vice President for Academic Affairs & Mission Integration (VPAA&MI) is appointed by and reports directly to the President. Areas reporting directly to the Vice President are the four Schools, The Council for Institutional Assessment; The Center for Global Initiatives; The Center for Digital Design and Online Learning; The Center for Academic Success; The Office of Institutional Effectiveness; the GECC; and the Honors program.

The VPAA&MI is responsible for developing an annual Mission Integration plan that aligns with the University's Strategic Plan. The VP provides on-going education in Felician Core Values and Mission, promoting the University's Catholic Identity and the Felician Franciscan Tradition.

The Vice President for Administration is appointed by and reports directly to the President. This individual has administrative oversight for the Athletics division, Campus Safety and Security, Emergency Management, Dining Services, The University Bookstore, Government Relations and University Planning. S/he also serves as the Chief Compliance Officer/FSI Compliance Officer with oversight. S/he chairs the University Compliance Committee.

The Vice President for Student Affairs and Dean of Students is appointed by and reports directly to the President. S/he serves as an advocate for students and is responsible for overall coordination of disciplinary matters, administrative and programmatic oversight and coordination of the following units: Student Government, Student Health Services, Community Rights and Responsibilities, Counseling Center, Center for Career Development, Student Handbook, new student orientation, Residence Life, Student Engagement and Development, and Transportation.

The Vice President for Enrollment Management is appointed by and reports directly to the President. S/he leads and implements strategic marketing, recruiting, enrollment, and retention initiatives designed to increase market share, sustain and promote enrollment growth, support revenue growth and ongoing financial strength/viability.

Areas of oversight include Undergraduate and Graduate Admissions, Student Financial Services, Office of the Registrar, Education Opportunity Fund (EOF), International Programs and University Marketing.

The Vice President for University Advancement is appointed by and reports directly to the President. S/he serves as the University's chief advancement officer with responsibilities for all fundraising activities across the University including the capital campaign. Direct reporting units include: Donor Relations, Corporate and Foundation Relations, Public Relations and Office of Communications, Alumni Relations, Annual Giving, Major Gifts and Advancement Research.

The Vice President of Business and Finance is appointed by and reports directly to the President. S/he serves as the chief financial officer (CFO) of the University and provides strategic leadership in the areas of Finance and Accounting, Budget, Human Resources, Information Technology, Information Systems, and Facilities.

The Vice President for Technology, Design and Innovation is appointed by and reports directly to the President. S/he oversees the Institute for Information Sciences, the Center for Innovation, and Research and Grants.

The mission of the Council of Regents is to guide, promote, advise, and support the University in its efforts to serve students and be the valued higher educational resource to Lodi and Rutherford, NJ. The purpose and function of the Council of Regents include: identifying opportunities for students to interact with business organizations through internships, mentoring, experiential learning, and employment; serving as advocates for the University's interest within local communities; and assisting in the acquisition of resources and fundraising in support of the University's Capital Campaign.

Faculty consist of full-time, half-time, part-time, and off-campus employees who hold academic rank. Members of the faculty serve on governance and search committees. Members of the Staff are engaged in various activities related to shared governance. They participate in committee work, strategic planning, searches, and new program evaluation.

Felician University offers students opportunities for active participation in governance. By admission to the University, every full-time student becomes a member of the Student Government Association (Document 58 pg. 48). Students serve on standing committees, search committees, Middle States workgroups, strategic planning, and various focus groups.

With the arrival of the new President, the University conducted a self-assessment of its governance structure that began a seven-year process of its restructuring. In 2013, members of the faculty were asked by the President to participate in the development of a functional model of shared governance. A taskforce comprised of faculty, staff, and administrators prepared a preliminary report for the president in fall of 2013. An Ad Hoc Committee presented a proposal for Shared Governance to the President on April 28, 2014 (Document 341).

Prior to the Fall of 2016, faculty governance was conducted via Faculty Assembly and Faculty Council. The former was comprised of the entire faculty and offered an open forum for voicing concerns. The latter consisted of the President, Vice Presidents, other officers as appointed by the President, and the elected faculty representatives from each of the four Schools. Faculty standing committees (Curriculum Committee, E-Learning Committee, Faculty Assembly, Faculty Council, Faculty Development Committee, Graduate Studies Committee, Grievance Committee, Library Committee, Promotions Committee, Student Affairs Committee) provided another avenue for faculty governance.

In the Fall of 2016, a taskforce was developed to frame the foundation of a working Faculty Senate. The purpose of the Faculty Senate is to provide the forum wherein faculty participate in the governance of the University, serve as an independent advisory body that liaisons between the faculty and University administration, and speak for and represent the faculty and its academic and professional interests in the University community.

Participation in the faculty governance process assists in the effective operation of the University by recognizing and realizing the mutually shared responsibility in ensuring the interests of the University.

Based on the foundation for a working Faculty Senate, the Faculty Assembly and Council were replaced. The Faculty Senate is comprised of elected full-time faculty representing each of the four Schools. The Faculty Senate is to be the faculty voice in Shared Governance. The process of developing the Faculty Senate is ongoing and relies on input from Faculty and Administration.

Question 6: Does Felician University engage in periodic assessment of the effectiveness of governance, leadership, and administration?

Felician University has an annual Performance Appraisal Plan that enables us to evaluate our administration effectively on a periodic basis. All University administrative officers are evaluated, including members of the Board of Trustees, the President and the administrative vice presidents and their direct reports.

Periodic evaluation of institutional administrative leadership occurs in the following ways:

- **Board of Trustees:** The members of the Board of Trustees complete a self-evaluation every three years. The self-evaluations are then submitted to the Trusteeship Committee for review.
- **President:** The president receives both a mid-year review and an annual evaluation by the Board of Trustees with a periodic 360 review. She also is required to submit an annual report to the Chair of the Board and the Compensation Committee.
- **President's Cabinet:** The members of the President's Cabinet submit an annual report and self-evaluation along with progress towards University goals. Members of the cabinet are also required to provide quarterly updates to the President.
- **Professional Staff:** The process is in place for all supervisors to evaluate their employees annually to assess how well they have fulfilled the responsibilities of their position, as defined in the *Staff Performance Appraisal Process* (Document 74).
- **Academic Deans and Associate Deans:** Academic Deans and Associate Deans undergo an annual review as defined in the University Leader Appraisal 2018 2019 (Document 75).
- **Administrative Offices:** The University measures progress towards achieving its mission and strategic goals through an annual assessment of the non-academic offices (Document 3). Utilizing the University Wide Template Model, each administrative and non-academic unit within the University develops and implements an assessment plan which clearly and consistently defines its mission, goals, actions, measures and outcomes to ensure alignment with institutional strategic initiatives.

Question 7: Does Felician University fully disclose its legally constituted governance structure(s) including any related entities (including without limitation systems, religious sponsorship, and corporate ownership)?

Felician University clearly discloses its legally constituted governance structure on the homepage of the University website (Document 346). The sponsorship of the Felician Sisters is noted there as well and is included as part of the University branding on all communications.

Question 8: Does Felician University and its governing body make freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations?

Felician University continues to comply with the requirements of federal and state accrediting and regulatory requirements. An online version of the University's Statement of Accreditation Status from the Middle States Commission on Higher Education is available at (Document 342, 343).

Opportunities for Improvement and Innovation

1. The University has transitioned to a shared governance model that includes a Faculty Senate. During this transition time, the Faculty Senate Charter is being developed and the Faculty Handbook is being modified. The result of this work will be a single document that will be brought to the Board of Trustees for approval.

Summary

At Felician University, the Mission and University Goals, clearly focused on student success and achievement, guide the allocation of all resources and direct all activities. The Mission and University Goals are communicated to all stakeholders and are congruent with the highest educational standards.

The following three priorities from our Mission directed Strategic Plan were chosen as institutional priorities for this self-study. The linkage between these three and the Standards for Accreditation and Requirements of Affiliation are clearly noted in the self-study document:

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

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

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

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

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

Felician is committed to the effective evaluation of its educational programs, its academic and administrative support services, and the use of assessment results for continuous improvement. We will develop a comprehensive communication plan, cultivate current and new advisory boards, employ shared governance initiatives and ensure compliance with all outside agencies and internal compliance requirements.

The Self-Study process was led by a Steering Committee and seven Working Groups with guidance and accountability oversight by the President and the Executive Team. The Working Groups included stakeholders from all areas of the University including students, faculty, staff, administrators, and Board of Trustee members. All stakeholders at the University received periodic updates on the process through newsletters, forums, and focus groups and were invited through our Teams website to assist in the editing of the final document.

Acting as good stewards of our resources, Felician University has been able to move forward with the above priorities, as well as other goals from the Strategic Plan. Continued increases in First-Year Retention rates and Cohort Graduation rates highlight the success of the implemented initiatives from the Strategic Plan. The creation of the new Faculty Senate shows the evolving shared governance structure.

As a community of great diversity, Felician University continues to foster a climate of reflection and appreciation for all. Our commitment to diversity is reflected in our policies and procedures and ensures that our practices are aligned with our Mission and Values. As we learn together through workshops, service initiatives, and committee work, we embrace new ways of reaching students and serving our community. Our Mission and Values guide us to embrace each student and each member of our community. For this reason, the services that we provide to students and our community must not only engage them but put them on the road to success. A few examples of our commitment to diversity include our interreligious focus, interfaith dialogues and prayer services, and the creation of new and welcoming prayer spaces on each campus that serve all students.

Felician has recruited an exceptional group of faculty and staff who are not only gifted teachers and staff members but are also dedicated to serving each student and community member they encounter. The University offers over 70 academic programs with rigorous curricula. All students are expected to be competent in the eight University Learning Outcomes. All academic programs have program outcomes guiding the learning experience and directly connecting to discipline-specific expectations.

The University offers an ever-growing number of support services to students. Qualified professionals direct all support services in multiple modalities and are available to assist all students.

All University programs undergo rigorous assessment annually, encouraging an understanding of how each program is connected directly to our Mission and our Strategic Planning Goals. This process allows the University to continue to focus fiscal resources in critical areas for meeting our Strategic Goals and ensures fiscal sustainability.

The University Board of Trustees is committed to the Mission of the University and oversees the institution at the policy level ensuring financial accountability. Felician continues to grow and develop its shared governance model, valuing input from all areas of the University.

The Self-Study process has given us the ability to recognize our opportunities for improvement and innovation. The following opportunities for improvement and innovation have been identified:

Opportunities for Improvement and Innovation:

Standard I – Mission and Goals

1. Felician's goals are informed by current thinking and best practices in higher education in order to ensure our students' success. The Office of Campus Ministry (reestablished in Fall 2015) continues to develop and implement programs that encourage student leadership in service outreach as expressions of our Felician Core Values.
2. Our current two-year Bridge Plan, the Middle States accreditation process, and ongoing assessment will inform a year of strategic thinking in the development of the next five-year Strategic Plan.

Standard II – Ethics and Integrity

1. Felician has demonstrated that it is faithful to its Mission by embracing the highest ethical standards of integrity. The University has policies prohibiting discrimination and requires all Faculty and Staff to participate

in ongoing diversity and inclusion. To follow up, the existing Mission Community which is tasked with creating innovative programs relevant to the Felician Core Values will focus on broadening community education and engagement.

2. Academic freedom, intellectual freedom, freedom of expression, and respect for intellectual rights are highly valued at Felician, and policies and procedures reflecting their support are documented in the Student Handbook, Faculty Handbook, Faculty Bylaws, and the Campus Code of Conduct. During the current transition to a shared governance model both the Faculty Senate Charter (in development) and the Faculty Handbook (in the process of being revised) will be aligned and continue to provide clear guidelines in this area.

Standard III – Design and Delivery of the Student Learning Experience

1. Felician offers state approved certificate, undergraduate, and graduate programs. Program learning outcomes have been developed for each program and are assessed on a regular basis. This leads to the introduction of new courses within the General Education Curricular Commons (GECC) from each of the four Schools in order to broaden the student educational experience and keep pace with workforce readiness needs.

2. To ensure that all programs have sufficient resources and are meeting the needs of Felician students and the community, an annual academic program review process is followed that provides data that guides decision making. This continuous improvement model allows deans and faculty to respond to challenges in a timely manner.

3. The establishment of the Office of University Assessment (Fall 2019) will enable us to expand our use of data analysis in order to enhance the student experience and increase student engagement resulting in student success and increased retention rates.

4. As of Fall 2019 the software program “Handshake” (an innovative mobile-friendly career management program) has been available through the Career Development Center to assist students with opportunities for internships and other options in experiential learning. Efforts need to be made to inform faculty advisors about the potential of the Handshake program for student experiential learning.

5. Prior Learning Assessment has been initiated as of Fall 2019 for the prospective adult student. Development of the process is ongoing and administered through the Office of University Assessment.

Standard IV – Support of the Student Experience

1. Felician University’s Mission and Goals focus the University on student engagement, retention, persistence, completion, and success. Recently developed efforts at increasing these outcomes include the newly formed Curriculum Strategies Task Force, Integrative Academic Advising, the development of the “3D Felician Experience: Dream, Dare, Do” program (a college-readiness program that includes the First Year Experience and second year and third year semester-long experiences), a multi-faceted tracking toward graduation of the 2015 and 2018 Freshman classes, and the monitoring of four- and six-year graduation rates.

2. Recognizing the importance of adult education, Felician has committed resources to ensure that all students are afforded the opportunity to further their education through the ongoing development of certificate programs in all four schools and increasing hybrid and fully online programmatic offerings.
3. The establishment of the Institute for Information Sciences (Fall 2019) to address the workforce needs in technology and information sciences (which oversees the Center for Innovation) will further expand student opportunities to pursue careers in these areas.

Standard V – Educational Effectiveness Assessment

1. Assessments are clearly linked to the Mission, Strategic Plan Goals, Program Educational Outcomes, and the University budgeting process. Felician’s assessment process includes multiple measures of student learning. The Institutional Assessment Council is currently exploring possible software packages that will improve our ability to collect and analyze assessment data and thereby increase the effectiveness of our assessment process.
2. The need to improve our assessment infrastructure led to the creation of the Office of University Assessment Fall, 2019), which is staffed by a Director and a Coordinator of the Institutional Assessment Council. This office is charged with overseeing all aspects of the assessment process and analyzing the data in order to make recommendations on programs, goals, and resource allocation,

Standard VI – Planning, Resources, and Institutional Improvements

1. The current assessment reporting timeline does not adequately align with the University’s fiscal year budgeting schedule. The Office of University Assessment, working with the Office of Finance, will modify the assessment reporting process to better align with the budgeting process.
2. The University has collaborated with Hanover Research and McAllister and Quinn to produce federal grant applications focused on strategic priorities. We are continuing to develop new revenue streams through grant funding to encourage innovative opportunities that align with the Strategic Plan. The University continues this collaborative approach with McAllister & Quinn to secure federal grant funding.

Standard VII – Governance, Leadership, and Administration

1. The University has transitioned to a shared governance model that includes a Faculty Senate. During this transition time, the Faculty Senate Charter is being developed and the Faculty Handbook is being modified. The result of this work will be a single document that will be brought to the Board of Trustees for approval.

Requirements of Affiliation



**Evidence of Institutional Ability to Meet the Expectations of the
Requirements of Affiliation of the Middle States Commission on Higher
Education**

**To be completed in conjunction with Standard II
Ethics and Integrity**

Requirement of Affiliation	Documentation
1. The institution is authorized or licensed to operate as a postsecondary educational institution and to award postsecondary degrees; it provides written documentation demonstrating both. Authorization or licensure is from an appropriate governmental organization or agency within the Middle States region (Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands), as well as by other agencies as required by each of the jurisdictions, regions, or countries in which the institution operates.	Document 53 – 2015 PPR Document 54 – 2017 Progress Report 4 2 2017 Document 55 – MSCHE Accept Progress Report 6 22 2017 Document 56 – MSCHE Statement of Accreditation Status 2017 Document 67 - Undergraduate Catalog 2018 2019 Document 343 - Felician University Accreditations and Approvals
2. The institution is operational, with students actively pursuing its degree programs.	Document 31 - FACT BOOK 2010 Document 32 - FACT BOOK 2011 Document 33 - FACT BOOK 2012 Document 34 - FACT BOOK 2013 Document 35 - FACT BOOK 2014 Document 36 - FACT BOOK 2015 Document 37 - FACT BOOK 2016 Document 38 - FACT BOOK 2017 Document 39 - FACT BOOK 2018 Document 54 – 2017 Progress Report 4 2 2017 Document 55 – MSCHE Accept Progress Report 6 22 2017 Document 56 – MSCHE Statement of Accreditation Status 2017
3. For institutions pursuing Candidacy or Initial Accreditation, the institution will graduate at least one class before the evaluation team visit for initial accreditation takes place (Step 7 of the initial accreditation process), unless the institution can demonstrate to the satisfaction of the Commission that the lack of graduates does not compromise its ability to demonstrate appropriate learning outcomes.	NA
4. The institution's representatives communicate with the Commission in English, both orally and in writing.	Document 54 – 2017 Progress Report 4 2 2017 Document 55 – MSCHE Accept Progress Report 6 22 2017
5. The institution complies with all applicable government (usually Federal and state) policies, regulations, and	Document 78 - A133 Audit June 30, 2018 and 2017

requirements.	
6. The institution complies with applicable Commission, interregional, and inter-institutional policies. These policies can be viewed on the Commission website, www.msche.org .	Document 54 2017 Progress Report 6 22 2017
7. The institution has a statement of mission and goals, approved by its governing body that defines its purpose within the context of higher education.	Document 2 - Felician University Mission Statement Document 344 - Resolution Approval of Final Version of the Complete Felician College Strategic Plan for 2015-2019 Document 345 - Minutes Of 10.20.14 BOT Meeting
8. The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.	Document 102 - Accounting (52.0301) BS-BUS Document 103 - Adult Nurse Practitioner (51.3803) MSN-NURS Document 104 - Adult Nurse Practitioner (51.3803) Document 105 - Art (50.0701) BA-AS Document 106 - Art (50.0701) CERT-AS Document 107 - Biology (25.0101) BS-AS Document 108 - Business Administration (52,0201) BPS-BUS Document 109 - Business Administration (52.0201) BS-BUS Document 110 - Business Administration (52,0201) DBA-BUS Document 111 - Business Administration (52,0201) MBA-BUS Document 112 - Business Analytics (52.1301) BS-BUS Document 113 - Communications (9.0101) BA-AS Document 114 - Computer Science (11.0101) BS-AS Document 115 - Computer Science (11.0101) MS-AS Document 116 - Counseling (42.2803) DCP-AS Document 117 - Counseling (42.2803) MA-AS Document 118 - Criminal Justice (43,0103) BS-AS Document 119 - Criminal Justice (43.0104) BS-AS Document 120 - Cybersecurity (11.1003) BS-AS Document 121 - Early Childhood Education (13.1202) BA-ED Document 122 - Early Childhood Education (H.1202) MA-ED Document 123 - Early Childhood Education (13.1209) BA-ED Document 124 - Education (13.0101) AA-ED Document 125 - Education (13.0101) MA-ED Document 126 - Education (13.0101) PBCER-ED Document 127 - Education Teacher Enrichment (13.1299) PBCER-ED Document 128 - ELS Language Instructor (13.1401) MA-ED Document 129 - ELS Language Instructor (13.1401) PBCER-ED Document 130 - English (23.0101) BA-AS

	Document 131 - Exercise Sport Science (31.0505) BS-AS
	Document 132 - Forensic. (43,0105) CERT-AS
	Document 133 - Health Teacher Education (B.1307) MA-ED
	Document 134 - Healthcare administration (51.0701) BS-BUS
	Document 135 - Healthcare Administration (51.0701) MS-BUS
	Document 136 - History (54.0101) BA-AS
	Document 137 - Humanities (24.0103) BA-AS
	Document 138 - Liberal Arts AS (24.0101) AA-AS
	Document 139 - Liberal Arts AS (24.0101) BA-AS
	Document 140 - Liberal Arts BUS (24.0101) AA-BUS
	Document 141 - Liberal Arts ED (24,0101) BA-ED
	Document 142 - Liberal Art, Undecided (24.0102) BA-AS
	Document 143 - Marketing (52.1401) BS-BUS
	Document 144 - Mathematics (27.0101) BA-AS
	Document 145 - Natural Science and Math (30,1801) BA-AS
	Document 146 - Nursing (51.3801) BSN-NURS
	Document 147 - Nursing (51.3805) MSN-NURS
	Document 148 - Nursing Education (51.3817) MSN-NURS
	Document 149 - Nursing Education (51.3817) PMCER-NURS
	Document 150 - Nursing Executive Leadership (51.3802) MSN-NURS
	Document 151 - Nursing Executive Leadership (51.3802) PMCER-NURS
	Document 152 - Nursing Practice (51.3818) DNP-NURS
	Document 153 - Nursing Practice (51.3818) PMCER-NURS
	Document 154 - Principle Certification (13.0401) MA-ED
	Document 155 - Principle Certification (13,0401) PMCER-ED
	Document 156 - Psychology (42.0101) BA-AS
	Document 157 - Psychology (42.0101) BS-AS
	Document 158 - Religious Education (39.0401) MA-AS
	Document 159 - Religious Education (39.0401) PMCER-AS
	Document 160 - Secondary Education (13.1205) BA-ED
	Document 161 - Social & Behavior Sciences (45.9999) BA-AS
	Document 162 - Social Sciences (45.0101) BA-AS
	Document 163 - Special Education (13.1001) BA-ED
	Document 164 - Teacher Education (13,9999) MA-ED
	Document 165 - Teacher Education (B,9999) PMCER-ED
	Document 166 - Brightspace by D2L webpage
	Document 167 - NCES Website
	Document 168 - Public Disclosure of Student Achievement Webpage
	Document 169 - IPEDS Website

<p>9. The institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality.</p>	<p>Document 2 - Felician University Mission Statement Document 12 - Felician University Learning Outcomes Document 44 - 2018-2019 Assessment University-Wide Template Model Document 232 - School of Arts and Sciences Mission Statement Document 233 - School of Business Mission Statement Document 234 - School of Education Mission Statement Document 235 - School of Nursing Mission Statement Document 236 - Program Learning Outcomes MSN Document 237 - Program Learning Outcomes BSN Document 238 - Website with Annual Assessments Document 239 - Program Learning Outcomes PM Certificates Document 240 - School of Business Learning Outcomes Map Document 241 - School of Arts and Sciences Program Outcomes Document 242 - School of Education Program Learning Outcomes Document 243 - Institutional Assessment Council Goals and Objectives Document 244 - Institutional Assessment Strategic Operational Plan 2017-2018 Document 245 - 2018-2019 Assessment University-Wide Template Model Document 246 - 2018-2019 History Document 247 - 2018 -2019 PSVC Document 248 - 2018-2019 Biology Document 249 - 2018-2019 English Document 250 - 2018-2019 NSM Document 251 - 2018-2019 Art Document 252 - 2018-2019 Communications Document 253 - 2018-2019 CRIM Document 254 - 2018-2019 cs Document 255 - 2018-2019 CSEC Document 256 - 2018-2019 HUM_GP&J Document 257 - 2018-2019 HUM_IS Document 258 - 2018-2019 Math Document 259 - 2018-2019 SBS Document 260 - 2018-2019 OIP Document 261 - 2018-2019 Center for Academic Success Document 262 - 2018-2019 Center for Digital Design & Online Learning Document 263 - 2018-2019 IR Document 264 - 2018-2019 Finance Document 265 - 2018-2019 Human Resources Document 266 - 2018-2019 Library Document 267 - 2018 2019 Alumni Relations Document 268 - 2018-2019 Campus Ministry Document 269 - Liberal Arts AS (24.0101) BA-AS</p>
--	---

	Document 270 - 2018-2019 Global Academic Initiatives Document 271 - 2018-2019 Information Systems Document 272 - 2018-2019 Institutional Advancement Document 273 - 2018-2019 IT Document 274 - 2018-2019 Registrar Document 275 - 2018-2019 Student Financial Service Document 276 - 2018-2019 Adult and Graduate Document 277 - 2018-2019 RN BSN Document 278 - 2018-2019 DNP Document 279 - 2018 2019 BSN Document 280 - 2018-2019 MSN Document 281 - 2018-2019 K-6 & TOSD. UG & GR Document 282 - 2018-2019 P-3 & TOSD. UG & GR Document 283 - 2018-2019 P-12 & TOSD, UG & GR Preliminary Academic Assessment 1 Document 284 - 2018-2019 P-12 & TOSD. UG & GR Preliminary Assessment 2 Document 285 - 2018-2019 TOSD. GR Additional Certification Document 286 - 2018-2019 ABA and Autism Document 287 - 2018-2019 Undergraduate Admission Document 288 - 2018-2019 ESL GR Additional Certification Document 289 - General Education Commons Control Sheet Revised 3-15-19 Document 290 - GECC 201718 Assessment Template LS 100 Document 291 - School of Arts Sciences Annual Report 2017-2018 Document 292 - School of Business Annual Report 2017-2018 Document 293 - School of Education Annual Report 2017-2018 Document 294 - School of Nursing Annual Report 2017-2018
10. Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.	Document 4 - Strategic Plan 2014-2019 Document 30 - FSSE-NSSE Combined Report 2014 Document 295 - Graduating Student Survey 2016 Results Document 296 - Graduating Student Survey 2017 Results Document 320 – 2017 2018 BPS Marketing Major Document 321 - AA Annual Report 2015-16 3202017-2018 BPS Marketing Minor Document 323 - Graduating Student Survey 2015 Results
11. The institution has documented financial resources, funding base, and plans for financial development, including those from any related entities (including without limitation systems, religious sponsorship, and	Document 325 - 2019-2020 Budget Planning Presentation Document 326 - 2019-2020 Budget Planning Instructions Document 327 - 2018 Budget Document 328 - 2017 Budget Document 329 - 2016 Budget

<p>corporate ownership) adequate to support its educational purposes and programs and to ensure financial stability. The institution demonstrates a record of responsible fiscal management, has a prepared budget for the current year, and undergoes an external financial audit on an annual basis.</p>	<p>Document 334 - Financial Statements Auditors report 2017 and 2016</p> <p>Document 335 - Financial Statements and auditors report 2016 and 2015</p> <p>Document 336 - Financial Statements and auditors report 2015 and 2014</p>
<p>12. The institution fully discloses its legally constituted governance structure(s) including any related entities (including without limitation systems, religious sponsorship, and corporate ownership). The institution's governing body is responsible for the quality and integrity of the institution and for ensuring that the institution's mission is being carried out.</p>	<p>Document 70 - Amended and Restated Bylaws of Felician University BOT</p> <p>Document 331 - Felician Services Corporate Responsibility Program</p> <p>Document 332 - Organizational Chart 4 22 2019</p> <p>Document 339 - FSI Website</p> <p>Document 343 - Felician University Accreditations and Approvals</p>
<p>13. A majority of the institution's governing body's members have no employment, family, ownership, or other personal financial interest in the institution. The governing body adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. The institution's district/system or other chief executive officer shall not serve as the chair of the governing body.</p>	<p>Document 70 - Amended and Restated Bylaws of Felician University BOT</p> <p>Document 340 - BOT Member Affiliations 2018-2020</p>
<p>14. The institution and its governing body/bodies will make freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations. The governing body/bodies ensure that the institution describes itself in comparable and consistent terms to all of its accrediting and regulatory agencies, communicates any changes in accredited status, and agrees to disclose information (including levels of governing body compensation, if any) required by the Commission to carry out its accrediting responsibilities.</p>	<p>Document 70 - Amended and Restated Bylaws of Felician University BOT</p> <p>Document 342 - MSCHE Website</p> <p>Document 343 - Felician University Accreditations and Approvals</p>

15. The institution has a core of faculty (full-time or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs.	Document 88 - Academic Affairs Newsletter Fall 2018 Document 89 - Academic Affairs Newsletter Spring 2018 Document 90 - Academic Affairs Newsletter Fall 2017 Document 91 - Academic Affairs Newsletter Spring 2017 Document 92 - Academic Affairs Annual Report 2015 2016 Document 93 - Academic Affairs Annual Report 2016 2017
---	--

Evidence Inventory



Documents, Processes, and Procedures

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

STANDARD I: Mission and Goals

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

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

Complete the following table:

Standard I Criteria	Documents, Processes, and Procedures
1. Clearly defined mission and goals that: <ul style="list-style-type: none"> 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; 	<p>Document 1 - Felician Franciscan Ministry Document 2 - Felician University Mission Statement Document 3 - Institutional Assessment Plan Document 4 - Strategic Plan 2014-2019</p> <p>Document 4 - Strategic Plan 2014-2019 Document 5 - Strategic Planning at Felician College Past Present and the Future Document 6 - Felician College Enrollment Plan 2014-2019 Document 7 - Academic Prioritization Trends Costs Calculations Document 8 - Academic Prioritization Revenue Table Document 9 - Academic Prioritization Quintiles Document 10 - Campus Facilities Master Plan Document 11 - Financial Plan Document 3 - Institutional Assessment Plan Document 12 - Felician University Learning Outcomes Document 13 - NSSE 17 Administration Summary Document 14 - NSSE 17 Consortium Report Document 15 - NSSE 17 Frequencies and Statistical Comparisons Document 16 - NSSE 17 High Impact Practices Document 17 - NSSE 17 Multi-Year Report Document 18 - NSSE 17 Respondent Profile</p>

<p>c. are approved and supported by the governing body;</p> <p>d. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curriculum development, and the definition of institutional and educational outcomes;</p>	<p>Document 19 - NSSE 17 Selected Comparison Groups</p> <p>Document 20 - NSSE 17 Snapshot</p> <p>Document 21 - NSSE 17 Student Comments</p> <p>Document 22 - NSSE 17 First-Year Experiences and Senior Transitions</p> <p>Document 23 - NSSE 17 Senior Transitions Student Comments</p> <p>Document 24 - Student Right to Know</p> <p>Document 25 - FSSE 14 Administration Summary</p> <p>Document 26 - FSSE 14 Consortium Report</p> <p>Document 27 - FSSE 14 Frequencies</p> <p>Document 28 - FSSE 14 Respondent Profile</p> <p>Document 29 - FSSE 14 Scholarship of Teaching and Learning</p> <p>Document 30 - FSSE-NSSE Combined Report 2014</p> <p>Document 31 - FACT BOOK 2010</p> <p>Document 32 - FACT BOOK 2011</p> <p>Document 33 - FACT BOOK 2012</p> <p>Document 34 - FACT BOOK 2013</p> <p>Document 35 - FACT BOOK 2014</p> <p>Document 36 - FACT BOOK 2015</p> <p>Document 37 - FACT BOOK 2016</p> <p>Document 38 - FACT BOOK 2017</p> <p>Document 39 - FACT BOOK 2018</p> <p>Document 40 - BOT Minutes Feb 2017</p> <p>Document 41 - BOT Minutes June 15, 2018</p> <p>Document 42 - BOT Minutes April 20, 2017</p> <p>Document 43 - BOT Minutes June 2017</p> <p>Document 44 - 2018-2019 Assessment University-Wide Template Model</p> <p>Document 4 – Strategic Plan-2014-2019</p> <p>Document 380 – 2019 STRATEGIC BRIDGE PLAN Objectives and Metrics Board Approved</p> <p>Document 325 – 2019-2020 Budget Planning Presentation</p> <p>Document 326 – 2020 Budget Planning Instructions</p> <p>Document 310 – President’s University Goals Final Board Feb 2019</p> <p>Document 311 – President’s University Goals Update February 11 2019</p> <p>Document 7 – Academic Prioritization Trends Costs Calculations</p> <p>Document 8 – Academic Prioritization Revenue Table</p>
--	---

<p>e. include support of scholarly inquiry and creative activity, at all levels and of the type appropriate to the institution;</p> <p>f. are publicized and widely known by the institution's internal stakeholders;</p> <p>g. are periodically evaluated.</p>	<p>Document 9 – Academic Prioritization Quintiles Document 102 – Accounting (52.0301) BS-BUS</p> <p>Document 45 - Honors Program Document 46 - Academic Affairs Newsletter Spring 2018 Document 47 - Academic Affairs Newsletter Fall 2018 Document 48 - Academic Affairs Newsletter Spring 2017 Document 49 - Academic Affairs Newsletter Fall 2017</p> <p>Document 50 - Felician Franciscan Values Document 51 - Ministry Formation Report 2015-2017</p> <p>Document 4 - Strategic Plan 2014-2019 Document 380 – 2019 STRATEGIC BRIDGE PLAN Objectives and Metrics Board Approved</p>
2. Institutional goals are realistic, appropriate to higher education and consistent with mission.	<p>Document 4 - Strategic Plan 2014-2019 Document 2 - Felician University Mission Statement</p>
3. Institutional goals focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission.	<p>Document 4 - Strategic Plan 2014-2019 Document 2 - Felician University Mission Statement</p>
4. Periodic assessment of mission and goals to ensure that they are relevant and achievable.	<p>Document 52 - Mission Statement 2003 Document 4 – Strategic Plan – 2014-2019 Document 380 - 2019 STRATEGIC BRIDGE PLAN Objectives and Metrics Board Approved Document 310 – President's Univ Goals Final Board Feb 2019 Document 311 – President's University Goals Update February 11 2019 Document 312 Felician University President's Report 2012-2017</p>

STANDARD II: Ethics and Integrity

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

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

Complete the following table:

Standard II Criteria	Documents, Processes, and Procedures
1. Commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights.	Document 57 - Faculty Handbook 1-10-17 Document 58 - Student Handbook 2018 2019 Document 396 – STUDENT HANDBOOK 2019-2020 Document 59 - Residence Life Document 60 - Campus Ministry Document 61 - Students Rights Within Instructional Content Document 62 - Campus Conduct Code Document 63 - Anti-Bullying Policy
2. A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives.	Document 64 - Messages from the President Document 65 - Anti-Discrimination Policy Document 66 - 9 7 2017 Message from the President re-DACA Document 50 - Felician Franciscan Values
3. A grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably.	Document 67 - Undergraduate Catalog 2018 2019 Document 57 - Faculty Handbook 1-10-17 Document 68 - Discrimination and Harassment Complaint Form Document 69 - Guidelines for Complaints Alleging Discrimination, Harassment, and Retaliation
4. The avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents.	Document 70 - Amended and Restated Bylaws of Felician University BOT Document 71 - Employee Handbook August 2017 Document 72 - Notification of Outside Employment

5. Fair and impartial practices in the hiring, evaluation, promotion, discipline and separation of employees.	Document 71 - Employee Handbook August 2017 Document 73 - Job Postings Webpage Document 74 - Staff Appraisal 2018 2019 Document 75 - University Leader Appraisal 2018 2019 Document 57 - Faculty Handbook 1-10-17
6. Honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications.	Document 76 - Admissions Website Document 4 - Strategic Plan 2014-2019 Document 57 - Faculty Handbook 1-10-17 Document 71 - Employee Handbook August 2017
7. As appropriate to mission, services or programs in place: a. to promote affordability and accessibility, and; b. to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt.	Document 77 - GI JOBS Website Document 78 - A133 Audit June 30, 2018 and 2017 Document 24 - Student Right to Know Document 79 - NACUBO Releases the 2017 Tuition Discounting Study Document 80 - Student Financial Services Webpage Document 81 - Cost of Attendance Webpage Document 24 - Student Right to Know Document 82 - Payment Plan Webpage
8. Compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding: a. The full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates; b. The institution's compliance with the Commission's Requirements of Affiliation; c. Substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion; d. The institution's compliance with the Commission's policies.	Document 78 - A133 Audit June 30, 2018 and 2017 Document 356 - Felician CDR 2013 Document 357 - Felician CDR 2014 Document 358 - Felician CDR 2015 Document 359 - Felician Cohort Default Rates Historical Document 360 - Composite Ratios Document 361 - Felician University 2014 2015 Composite Scores Document 362 - Felician University 2015 2016 Composite Scores Document 363 - Felician University 2016 2017 Composite Scores Document 374 - Middle States Accreditation Document 349 - family-educational-rights-and-privacy-act-of-1974-ferpa Document 350 - FERPA Certification and Release Consent Form Document 351 - D2L Privacy Statement Document 352 - Center for Digital & Online Learning D2L Privacy Policy

	<p>Document 353 – Policy Student Verification in on-line courses</p> <p>Document 354 – Compliance Verification Report Revised June 2015</p> <p>Document 355 – Transfer Credit Policy</p> <p>Document 364 – Final Program Review Determination</p> <p>Document 365 – A-133 2016 2017 Felician University Uniform Guidance – Final</p> <p>Document 366 - A-133 2017 2018 Felician University Uniform Guidance – Final</p> <p>Document 367 - A-133 2015 2016 Felician University Uniform Guidance – Final</p> <p>Document 368 – Undergraduate Catalog 2019 2020</p> <p>Document 369 – Graduate Catalog 2019 2020</p> <p>Document 370 – Student Complaint Procedure</p> <p>Document 371 – Student Complaint Procedure Website</p> <p>Document 372 – Accreditors Programs and Next Review Cycle</p> <p>Document 373 – CAEP Extension Felician University Approval</p> <p>Document 374 – Middle States Accreditation</p> <p>Document 375 – URLs for accrediting and licensing agencies</p> <p>Document 376 – Current Contractual Agreements and Date of Commission Approval</p> <p>Document 377 – Felician Provider Agreement Regis</p> <p>Document 378 – Electronic Teaching Guidelines 2019</p> <p>Document 379 – USDE Clery Felician Settlement</p> <p>Document 392 – Accreditations and Approvals Undergraduate Catalog 2019 2020 pgs. 21, 22</p> <p>Document 393 – Program Approval Process (1)</p> <p>Document 394 – New Course Approval Example</p> <p>Document 395 – Student Outcomes Data Accuracy Document</p>
9. Periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.	

STANDARD III: Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence of all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

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

Complete the following table:

Standard III Criteria	Documents, Processes, and Procedures
1. Certificate, undergraduate, graduate and/or professional programs leading to a degree or other recognized higher education credential, designed to foster a coherent student learning experience and to promote synthesis of learning.	Document 83 - GECC Document 57 - Faculty Handbook 1-10-17 Document 4 - Strategic Plan 2014-2019 Document 84 - General Education Commons Control Sheet Revised 3-15-19 Document 85 - Quality Matters Standards
2. Student learning experiences that are: <ul style="list-style-type: none"> a. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies; b. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are qualified for the positions they hold and the work they do; c. designed, delivered, and assessed by faculty (full-time or part-time) and /or 	Document 57 - Faculty Handbook 1-10-17 Document 86 - Felician Fast Facts Webpage Document 87 - Institutional Assessment Council Goals Document 88 - Academic Affairs Newsletter Fall 2018 Document 89 - Academic Affairs Newsletter Spring 2018 Document 90 - Academic Affairs Newsletter Fall 2017 Document 91 - Academic Affairs Newsletter Spring 2017 Document 92 - Academic Affairs Annual Report 2015 2016 Document 93 - Academic Affairs Annual Report 2016 2017

<p>other appropriate professionals who are sufficient in number;</p> <p>d. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation;</p> <p>e. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures.</p>	<p>Document 88 - Academic Affairs Newsletter Fall 2018</p> <p>Document 89 - Academic Affairs Newsletter Spring 2018</p> <p>Document 90 - Academic Affairs Newsletter Fall 2017</p> <p>Document 91 - Academic Affairs Newsletter Spring 2017</p> <p>Document 291 – School of Arts Sciences Annual Report 2017-2018</p> <p>Document 292 – School of Business Annual Report 2017-2018</p> <p>Document 293 – School of Education Annual Report 2017-2018</p> <p>Document 294 – School of Nursing Annual Report 2017-2018</p> <p>Document 57- Faculty Handbook 1-10-17</p> <p>Document 67 - Undergraduate Catalog 2018 2019</p>
<p>3. Academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion.</p>	<p>Document 67 - Undergraduate Catalog 2018 2019</p> <p>Document 94 - Felician Graduate Catalog 2018 2019</p> <p>Document 368 – Undergraduate Catalog 2019 2020</p> <p>Document 369 – Graduate Catalog 2019 2020</p> <p>Document 95 - Academic Programs</p> <p>Document 96 - Web Advisor Webpage</p>
<p>4. Sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress.</p>	<p>Document 97 - Academic Advising</p> <p>Document 98 - Center for Academic Success</p> <p>Document 99 - Services for Students with Disabilities</p> <p>Document 100 - Barbara J Toscano Nursing Resource and Simulation Center Webpage</p> <p>Document 101 - Study Abroad Videos</p>

<p>5. At institutions that offer undergraduate education: A general education program, free standing or integrated into academic disciplines, that:</p> <ul style="list-style-type: none"> a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field; b. offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives; c. In non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills. 	<p>Document 83 - GECC Document 67 - Undergraduate Catalog 2018 2019</p> <p>Document 83 - GECC</p> <p>Not Applicable</p>
<p>6. In institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula.</p>	<p>Document 94 - Felician Graduate Catalog 2018 2019</p>
<p>7. Adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third party providers.</p>	<p>Document 377 – Felician Provider Agreement Regis</p>

<p>8. Periodic assessment of the programs providing student learning opportunities.</p>	<p>Document 102 - Accounting (52.0301) BS-BUS</p> <p>Document 103 - Adult Nurse Practitioner (51.3803) MSN-NURS</p> <p>Document 104 - Adult Nurse Practitioner (51.3803)</p> <p>Document 105 - Art (50.0701) BA-AS</p> <p>Document 106 - Art (50.0701) CERT-AS</p> <p>Document 107 - Biology (25.0101) BS-AS</p> <p>Document 108 - Business Administration (52,0201) BPS-BUS</p> <p>Document 109 - Business Administration (52.0201) BS-BUS</p> <p>Document 110 - Business Administration (52,0201) DBA-BUS</p> <p>Document 111 - Business Administration (52,0201) MBA-BUS</p> <p>Document 112 - Business Analytics (52.1301) BS-BUS</p> <p>Document 113 - Communications (9.0101) BA-AS</p> <p>Document 114 - Computer Science (11.0101) BS-AS</p> <p>Document 115 - Computer Science (11.0101) MS-AS</p> <p>Document 116 - Counseling (42.2803) DCP-AS</p> <p>Document 117 - Counseling (42.2803) MA-AS</p> <p>Document 118 - Criminal Justice (43,0103) BS-AS</p> <p>Document 119 - Criminal Justice (43.0104) BS-AS</p> <p>Document 120 - Cybersecurity (11.1003) BS-AS</p> <p>Document 121 - Early Childhood Education (13.1202) BA-ED</p> <p>Document 122 - Early Childhood Education (H.1202) MA-ED</p> <p>Document 123 - Early Childhood Education (13.1209) BA-ED</p> <p>Document 124 - Education (13.0101) AA-ED</p> <p>Document 125 - Education (13.0101) MA-ED</p> <p>Document 126 - Education (13.0101) PBCER-ED</p> <p>Document 127 - Education Teacher Enrichment (13.1299) PBCER-ED</p> <p>Document 128 - ELS Language Instructor (13.1401) MA-ED</p> <p>Document 129 - ELS Language Instructor (13.1401) PBCER-ED</p> <p>Document 130 - English (23.0101) BA-AS</p> <p>Document 131 - Exercise Sport Science (31.0505) BS-AS</p> <p>Document 132 - Forensic. (43,0105) CERT-AS</p> <p>Document 133 - Health Teacher Education</p>
---	---

	(B.1307) MA-ED
Document 134	- Healthcare administration (51.0701) BS-BUS
Document 135	- Healthcare Administration (51.0701) MS-BUS
Document 136	- History (54.0101) BA-AS
Document 137	- Humanities (24.0103) BA-AS
Document 138	- Liberal Arts AS (24.0101) AA-AS
Document 139	- Liberal Arts AS (24.0101) BA-AS
Document 140	- Liberal Arts BUS (24.0101) AA-BUS
Document 141	- Liberal Arts ED (24,0101) BA-ED
Document 142	- Liberal Art, Undecided (24.0102) BA-AS
Document 143	- Marketing (52.1401) BS-BUS
Document 144	- Mathematics (27.0101) BA-AS
Document 145	- Natural Science and Math (30,1801) BA-AS
Document 146	- Nursing (51.3801) BSN-NURS
Document 147	- Nursing (51.3805) MSN-NURS
Document 148	- Nursing Education (51.3817) MSN-NURS
Document 149	- Nursing Education (51.3817) PMCER-NURS
Document 150	- Nursing Executive Leadership (51.3802) MSN-NURS
Document 151	- Nursing Executive Leadership (51.3802) PMCER-NURS
Document 152	- Nursing Practice (51.3818) DNP-NURS
Document 153	- Nursing Practice (51.3818) PMCER-NURS
Document 154	- Principle Certification (13.0401) MA-ED
Document 155	- Principle Certification (13,0401) PMCER-ED
Document 156	- Psychology (42.0101) BA-AS
Document 157	- Psychology (42.0101) BS-AS
Document 158	- Religious Education (39.0401) MA-AS
Document 159	- Religious Education (39.0401) PMCER-AS
Document 160	- Secondary Education (13.1205) BA-ED
Document 161	- Social & Behavior Sciences (45.9999) BA-AS
Document 162	- Social Sciences (45.0101) BA-AS
Document 163	- Special Education (13.1001)

	BA-ED
	Document 164 - Teacher Education (13,9999)
	MA-ED
	Document 165 - Teacher Education (B,9999)
	PMCER-ED
	Document 166 - Brightspace by D2L webpage
	Document 167 - NCES Website
	Document 168 - Public Disclosure of Student Achievement Webpage
	Document 169 - IPEDS Website

STANDARD IV: Support of the Student Experience

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

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

Complete the following table:

Standard IV Criteria	Documents, Processes, and Procedures
<p>1. Clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including:</p> <p style="padding-left: 40px;">a. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds;</p>	<p>Document 24 - Student Right to Know</p> <p>Document 170 – 2015 – 2016 SFS Annual Report</p> <p>Document 171 – 2016 – 2017 SFS Annual Report</p> <p>Document 172 - 2017-2018 SFS Annual Report</p> <p>Document 80 - Student Financial Services Webpage</p> <p>Document 173 - Felician University Website</p> <p>Document 174 - How to Apply for Financial Aid Webpage</p> <p>Document 175 - Tuition and Fees</p> <p>Document 176 - Financial Aid Policies</p> <p>Document 177 - Return of Funds Policies Webpage</p> <p>Document 67 - Undergraduate Catalog 2018 2019</p> <p>Document 94 - Felician Graduate Catalog 2018 2019</p> <p>Document 178 - Payment Policies and</p>

	Information
	Document 179 - 2013 2014 2015 Felician University Cohort Default Rate
	Document 180 - 2015 Federal Default Rate
	Document 181 - 2015 Cohort Default Rates by State or Territory
b. a process by which students who are not adequately prepared for the study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals;	Document 97 - Academic Advising Document 98 - Center for Academic Success Document 99 - Services for Students with Disabilities Document 182 - Placement Test Requirements Webpage Document 183 - Summer EOF Program Document 184 - Nursing Graduate Degree Website Document 185 - Academic Coaching Webpage
c. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience;	Document 58 - Student Handbook 2018 2019 Document 67 - Undergraduate Catalog 2018 2019 Document 76 - Admissions Website Document 80 - Student Financial Services Webpage Document 94 - Felician Graduate Catalog 2018 2019 Document 186 - SOAR Webpage Document 187 - FYE at Felician Webpage Document 188 - Counseling Center Document 189 - 2018-2019 Student Counseling Center Survey Data Document 190 - Comparison of Advising First Year Experience Probation Dismissal Retention Practices 11,9,1,17 Document 191 - Comparison of Advising First Year Experience Probation Dismissal Retention Practices 11,9,18 Document 192 - CAS statistics 2016 to

<p>d. processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement.</p>	<p>2018 Document 193 - Tutoring Statistics for 2016-2017 2017-2018</p> <p>Document 67 - Undergraduate Catalog 2018 2019 Document 76 - Admissions Website Document 94 - Felician Graduate Catalog 2018 2019 Document 186 - SOAR Webpage Document 194 - School of Arts and Sciences Webpage Document 195 - School of Business Webpage Document 196 - School of Education Webpage Document 197 - School of Nursing Webpage Document 198 - Title IV Standards for Eligibility Webpage Document 199 - Title IX Webpage Document 200 - Career Development Webpage Document 201 - Focus 2 Career Webpage Document 202 - Preparing for Graduate School Webpage</p>
<p>2. Policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches.</p>	<p>Document 203 - Transfer Students Webpage Document 204 - Transferring Your Credit Webpage Document 205 - State Transfer Agreement Oct08 Document 206 - NJ Transfer Website Document 207 - Tuesday and Thursday Transfer Webpage Document 208 - National Association of Credential Evaluation Services Website Document 209 - CLEP Policies and Procedures Webpage Document 210 - American Council on Education Website Document 211 - Summary of Articulations Webpage Document 212 - PLA Portfolio Approval Form Final Document 213 - PLA Portfolio Rubric (for Evaluator) Document 214 - PLA Catalog Description</p>

	Document 215 - PLA Procedures Document 403 – PLA (1) Document 404 – PLA (2)
3. Policies and procedures for the safe and secure maintenance and appropriate release of student information and records.	Document 24 - Student Right to Know Document 67 - Undergraduate Catalog 2018 2019 Document 94 - Felician Graduate Catalog 2018 2019 Document 216 - Privacy Policy Webpage Document 217 - Campus Life Webpage Document 218 - NJEDGE Executive Summary for Felician University Document 219 - Undergraduate Catalog 2013 2014 Document 220 - Graduate Catalog 2013 2014 Document 221 - Undergraduate Catalog 2014 2015 Document 222 - Graduate Catalog 2014 2015 Document 223 - Undergraduate Catalog 2015 2016 Document 224 - Graduate Catalog 2015 2016 Document 225 - Undergraduate Catalog 2016 2017 Document 226 - Graduate Catalog 2016 2017 Document 227 - Undergraduate Catalog 2017 2018 Document 228 - Graduate catalog 2017 2018
4. If offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs.	Document 58 - Student Handbook 2018 2019 Document 67 - Undergraduate Catalog 2018 2019 Document 94 - Felician Graduate Catalog 2018 2019
5. If applicable, adequate and appropriate institutional review and approval of student support services, designed, delivered, or assessed by third-party providers.	
6. Periodic assessment of the effectiveness of programs supporting the student experience.	Document 229 - 2018-2019 Student Counseling Center Survey Data Document 230 - Presence Website Document 231 - Felician University

	<p>Presence Portal Webpage</p> <p>Document 260 - 2018-2019 OIP</p> <p>Document 261 - 2018-2019 Center for Academic Success</p> <p>Document 262 - 2018-2019 Center for Digital Design & Online Learning</p> <p>Document 266 - 2018-2019 Library</p> <p>Document 267 - 2018 2019 Alumni Relations</p> <p>Document 268 - 2018-2019 Campus Ministry</p> <p>Document 270 - 2018-2019 Global Academic Initiatives</p> <p>Document 273 - 2018-2019 IT</p> <p>Document 274 - 2018-2019 Registrar</p> <p>Document 275 - 2018-2019 Student Financial Service</p> <p>Document 276 - 2018-2019 Adult and Graduate</p> <p>Document 287 - 2018-2019 Undergraduate Admission</p>
--	---

STANDARD V: Educational Effectiveness Assessment

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

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

Complete the following table:

Standard V Criteria	Documents, Processes, and Procedures
1. Clearly stated student learning outcomes, at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission.	Document 2 - Felician University Mission Statement Document 12 - Felician University Learning Outcomes Document 44 - 2018-2019 Assessment University-Wide Template Model Document 232 - School of Arts and Sciences Mission Statement Document 233 - School of Business Mission Statement Document 234 - School of Education Mission Statement Document 235 - School of Nursing Mission Statement Document 236 - Program Learning Outcomes MSN Document 237 - Program Learning Outcomes BSN Document 238 - Website with Annual Assessments Document 239 - Program Learning Outcomes PM Certificates Document 240 - School of Business Learning Outcomes Map Document 241 - School of Arts and Sciences Program Outcomes Document 242 - School of Education Program Learning Outcomes
2. Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and	

<p>degree/program goals. Institutions should:</p> <p>a. define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals;</p>	<p>Document 243 - Institutional Assessment Council Goals and Objectives</p> <p>Document 244 - Institutional Assessment Strategic Operational Plan 2017-2018</p> <p>Document 245 - 2018-2019 Assessment University-Wide Template Model</p> <p>Document 246 - 2018-2019 History</p> <p>Document 247 - 2018 -2019 PSVC</p> <p>Document 248 - 2018-2019 Biology</p> <p>Document 249 - 2018-2019 English</p> <p>Document 250 - 2018-2019 NSM</p> <p>Document 251 - 2018-2019 Art</p> <p>Document 252 - 2018-2019 Communications</p> <p>Document 253 - 2018-2019 CRIM</p> <p>Document 254 - 2018-2019 cs</p> <p>Document 255 - 2018-2019 CSEC</p> <p>Document 256 - 2018-2019 HUM_GP&J</p> <p>Document 257 - 2018-2019 HUM_IS</p> <p>Document 258 - 2018-2019 Math</p> <p>Document 259 - 2018-2019 SBS</p> <p>Document 260 - 2018-2019 OIP</p> <p>Document 261 - 2018-2019 Center for Academic Success</p> <p>Document 262 - 2018-2019 Center for Digital Design & Online Learning</p> <p>Document 263 - 2018-2019 IR</p> <p>Document 264 - 2018-2019 Finance</p> <p>Document 265 - 2018-2019 Human Resources</p> <p>Document 266 - 2018-2019 Library</p> <p>Document 267 - 2018 2019 Alumni Relations</p> <p>Document 268 - 2018-2019 Campus Ministry</p> <p>Document 269 - Liberal Arts AS (24.0101) BA-AS</p> <p>Document 270 - 2018-2019 Global Academic Initiatives</p> <p>Document 271 - 2018-2019 Information Systems</p> <p>Document 272 - 2018-2019 Institutional Advancement</p> <p>Document 273 - 2018-2019 IT</p> <p>Document 274 - 2018-2019 Registrar</p>
---	---

	Document 275 - 2018-2019 Student Financial Service
	Document 276 - 2018-2019 Adult and Graduate
	Document 277 - 2018-2019 RN BSN
	Document 278 - 2018-2019 DNP
	Document 279 - 2018 2019 BSN
	Document 280 - 2018-2019 MSN
	Document 281 - 2018-2019 K-6 & TOSD. UG & GR
	Document 282 - 2018-2019 P-3 & TOSD. UG & GR
	Document 283 - 2018-2019 P-12 & TOSD, UG & GR Preliminary Academic Assessment 1
	Document 284 - 2018-2019 P-12 & TOSD. UG & GR Preliminary Assessment 2
	Document 285 - 2018-2019 TOSD. GR Additional Certification
	Document 286 - 2018-2019 ABA and Autism
	Document 287 - 2018-2019 Undergraduate Admission
	Document 288 - 2018-2019 ESL GR Additional Certification
	Document 289 - General Education Commons Control Sheet Revised 3-15-19
	Document 290 - GECC 201718 Assessment Template LS 100
	Document 291 - School of Arts Sciences Annual Report 2017-2018
	Document 292 - School of Business Annual Report 2017-2018
	Document 293 - School of Education Annual Report 2017-2018
	Document 294 - School of Nursing Annual Report 2017-2018
	Document 295 - Graduating Student Survey 2016 Results
	Document 296 - Graduating Student Survey 2017 Results
	Document 297 - 2016 Alumni Success

<p>b. articulate how they prepare students in a manner consistent with their missions for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals; and,</p> <p>c. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders.</p>	<p>Survey Results Document 387 – Curriculum Strategies – Faculty Workshop Session 10-28-19_B(1) Document 388 – Curriculum Strategies Meeting – Rubric Example Handout (1) Document 389 – Curriculum Strategies Meeting 2 – Handout (1)</p> <p>Document 298 - Initial 2018 2019 Assessment Working File Document 299 - Internships Webpage Document 300 - 2017-2018 Non-Academic Unit Assessment Career Development Document 301 - 2017-2018 CDC Annual Report Document 302 - 2018-2019 Assessment Template Student Academic Success</p> <p>Document 278 - 2018-2019 DNP Document 397 – 2019-20 Academic Assessment Template (1) Document 398 – 2019-20 Non-Academic Assessment Template (1) Document 399 AY19-20 Assessment Reporting Lines (1)</p>
<p>3. Consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution’s mission, such uses include some combination of the following:</p> <p>a. assisting students in improving their learning;</p> <p>b. improving pedagogy and curriculum;</p>	<p>Document 304 - Website for General Education Assessment Files Document 305 - School of Education Annual Report 2015-16</p> <p>Document 306 - ETS Scores Website Document 307 - ACAT Scores Website</p>

<p>c. reviewing and revising academic programs and support services;</p> <p>d. planning, conducting, and supporting a range of professional development activities;</p> <p>e. planning and budgeting for the provision of academic programs and services;</p> <p>f. informing appropriate constituents about the institution and its programs;</p> <p>g. improving key indicators of student success, such as retention, graduation, transfer, and placement rates; *and,</p> <p>h. implementing other processes and procedures designed to improve educational programs and services.</p> <p>*required</p>	<p>Document 7 – Academic Prioritization Trends Costs Calculations</p> <p>Document 8 – Academic Prioritization Revenue Table</p> <p>Document 9 – Academic Prioritization Quintiles</p> <p>Document 144 – Mathematics (27.010) BA-AS</p> <p>Document 103 – Adult Nurse Practitioner (51.3803) MSN-NURS</p> <p>Document 110 – Business Administration (52.0201) DBA-BUS</p> <p>Document 308 - AA Annual Report 2016-17</p> <p>Document 309 - NYU Faculty Resource Network Website</p> <p>Document 291 – School of Arts Sciences Annual Report 2017-2018</p> <p>Document 292 – School of Business Annual Report 2017-2018</p> <p>Document 293 – School of Education Annual Report 2017-2018</p> <p>Document 294 – School of Nursing Annual Report 2017-2018</p> <p>Document 310 - Presidents Univ Goals Final Board Feb 2019</p> <p>Document 311 - President's University Goals Update February 11, 2019</p> <p>Document 312 - Felician University President's Report 2012-2017</p> <p>Document 313 - President's State of University Address 10.16.17</p> <p>Document 314 - 2017 2018 Scorecard Data</p> <p>Document 315 - The University Dashboard Fall 2018</p> <p>Document 292 - School of Business Annual Report 2017-2018</p> <p>Document 293 - School of Education Annual Report 2017-2018</p> <p>Document 313 - President's State of University Address 10.16.17</p> <p>Document 316 - The National Society of</p>
--	--

	<p>Leadership and Success Website</p> <p>Document 317- Felician Chapter Statistics</p> <p>Document 318 - Discovery Program Academic Success Booklet</p> <p>Document 319 - Real College 2018 School Reports Felician University</p> <p>Document 400 – IAC Liaison Training</p> <p>Document 401 – Organizational Unit Authors Training (1)</p> <p>Document 402 – Organizational Unit Authors Training (3)</p>
4. If applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third party providers.	
5. Periodic evaluation of the assessment processes utilized by the institution for the improvement of educational effectiveness.	<p>Document 4 - Strategic Plan 2014-2019</p> <p>Document 390 – Course Evaluation (1)</p> <p>Document 391 – Assessment Solutions Introduction (3)</p>

STANDARD VI: Planning, Resources, and Institutional Improvement

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

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

Complete the following table:

Standard VI Criteria	Documents, Processes, and Procedures
1. Institutional objectives, both institution-wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation.	Document 3 - Institutional Assessment Plan Document 12 - Felician University Learning Outcomes Document 238 - Website with Annual Assessments Document 324 - Institutional Assessment Website Document 325 - 2019-2020 Budget Planning Presentation Document 326 - 2019-2020 Budget Planning Instructions Document 327 - 2018 Budget Document 328 - 2017 Budget Document 329 - 2016 Budget Document 330 - 2015-2016, 2016-2017, 2017-2018 Budget by Department
2. Clearly documented and communicated planning and improvement processes that provide for constituent participation and incorporate the use of assessment results.	Document 3 - Institutional Assessment Plan Document 4 - Strategic Plan 2014-2019 Document 6 - Felician College Enrollment Plan 2014-2019 Document 10 - Campus Facilities Master Plan
3. A financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/objectives.	Document 325 - 2019-2020 Budget Planning Presentation Document 326 - 2019-2020 Budget Planning Instructions Document 330 - 2015-2016, 2016-2017, 2017-2018 Budget by

	Department
4. Fiscal and human resources as well as the physical and technical infrastructure are adequate to support the institution's operations wherever and however programs are delivered.	Document 332- University Organizational Chart September 2019 Document 327 – 2018 Budget Document 384 – Sample Department Budget for Director Institutional Effectiveness Rollup Document 385 – Sample Monthly Budget Report Director Institutional Effectiveness 1114 Center for Online Learning
5. Clear assignment of responsibility and accountability.	Document 57 - Faculty Handbook 1-10-17 Document 74 - Staff Appraisal 2018 2019 Document 75 - University Leader Appraisal 2018 2019 Document 313 - President's State of University Address 10.16.17 Document 331 - Felician Services Corporate Responsibility Program Document 332 - Organizational Chart 4 22 2019 Document 333 - Position Descriptions Webpage
6. Comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes.	Document 10 - Campus Facilities Master Plan
7. An annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter.	Document 334 - Financial Statements Auditors report 2017 and 2016 Document 335 - Financial Statements and auditors report 2016 and 2015 Document 336 - Financial Statements and auditors report 2015 and 2014
8. Strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals.	Document 337 - Detailed Institutional Assessment Plan
9. Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.	

STANDARD VII: Governance, Leadership, and Administration

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purposed, and it operates as an academic institution with appropriate autonomy.

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

Complete the following table:

Standard VII Criteria	Documents, Processes, and Procedures
1. A clearly articulated and transparent governance structure that outlines its roles, responsibilities and accountability for decision making by each constituency, including governing body, administration, faculty, staff, and students.	Document 338 - Amended and Restated Bylaws of Felician University Document 339 - FSI Website Document 346 – Felician University Webpage About Felician
2. A legally constituted governing body that: <ul style="list-style-type: none"> a. serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution; b. has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities; c. ensures that neither the governing body nor individual members interferes in the day-to-day operations of the institution; d. oversees at the policy level the quality of teaching and learning, the approval of 	Document 338 - Amended and Restated Bylaws of Felician University Document 340 - BOT Member Affiliations 2018-2020 Document 332 - Organizational Chart 4 22 2019 Document 333 - Position Descriptions Webpage

<p>degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by laws, and the assurance of strong fiscal management;</p> <p>e. plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution;</p> <p>f. Appoints and regularly evaluates the performance of the Chief Executive Officer;</p> <p>g. is informed in all its operations by principles of good practice in board governance;</p> <p>h. establishes and complies with a written conflict of interest policy designed to ensure that impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest; and,</p> <p>i. supports the Chief Executive Officer in maintaining the autonomy of the institution.</p>	<p>Document 338 - Amended and Restated Bylaws of Felician University</p> <p>Document 338 - Amended and Restated Bylaws of Felician University</p> <p>Document 71 - Employee Handbook August 2017</p> <p>Document 338 - Amended and Restated Bylaws of Felician University</p> <p>Document 338 - Amended and Restated Bylaws of Felician University</p> <p>Document 338 - Amended and Restated Bylaws of Felician University</p> <p>Document 338 - Amended and Restated Bylaws of Felician University</p>
<p>3. A Chief Executive Officer who:</p> <p>a. is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body;</p> <p>b. has appropriate credentials and professional experience consistent with the mission of the organization;</p> <p>c. has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the</p>	<p>Document 338 - Amended and Restated Bylaws of Felician University</p> <p>Document 347 – Felician Webpage About Our President</p> <p>Document 4 - Strategic Plan 2014-2019</p>

<p>organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission;</p> <p>d. has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness.</p>	<p>Document 332 - Organizational Chart 4 22 2019</p> <p>Document 333 - Position Descriptions Webpage</p>
<p>4. An administration possessing or demonstrating:</p> <p>a. an organizational structure that is clearly defined and that clearly defines reporting relationships;</p> <p>b. an appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities;</p> <p>c. members with credentials and professional experience consistent with the mission of the organization and their functional roles;</p> <p>d. skills, time, assistance, technology, and information systems expertise required to perform their duties;</p> <p>e. regular engagement with faculty and student in advancing the institution's goals and objectives;</p> <p>f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations.</p>	<p>Document 332 - Organizational Chart 4 22 2019</p> <p>Document 57 - Faculty Handbook 1-10-17</p> <p>Document 58 - Student Handbook 2018 2019 Document 48 - Academic Affairs Newsletter Spring 2017</p> <p>Document 71 - Employee Handbook August 2017</p> <p>Document 341 - Shared Governance Proposal Document 5 - Strategic Planning at Felician College Past Present and the Future</p> <p>Document 71 - Employee Handbook August 2017 Document 73 - Job Postings Webpage Document 74 - Staff Appraisal 2018 2019 Document 75 - University Leader Appraisal 2018 2019 Document 57 - Faculty Handbook 1-10-17</p>
<p>5. Periodic assessment of the effectiveness of governance, leadership, and administration.</p>	<p>Document 3 - Institutional Assessment Plan Document 74 - Staff Appraisal 2018 2019 Document 75 - University Leader Appraisal 2018 2019 Document 341 - Shared Governance Proposal</p>

