



Self-Study Design

Submitted to the Middle States
Commission on Higher Education

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Self-Study Design

Submitted to the Middle States Commission on Higher Education

Dear Centenary community — faculty, staff, students, administrators, Board of Trustees, and other supporters of Centenary University — please accept this document as an official launch of the Self-Study process.

Introduction

Since our first achievement of accreditation 90 years ago, in 1932, and throughout all of our re-affirmation of accreditation cycles (with the most recent one in 2015), we have put pride in not only maintaining our accreditation status, but also in consistently looking for ways to reinvent ourselves. To ensure that this tradition continues throughout our current Self-Study process, the Steering Committee has developed a Self-Study Design that, we hope, offers innovative approaches to several areas of Self-Study planning, operations, and assessments.

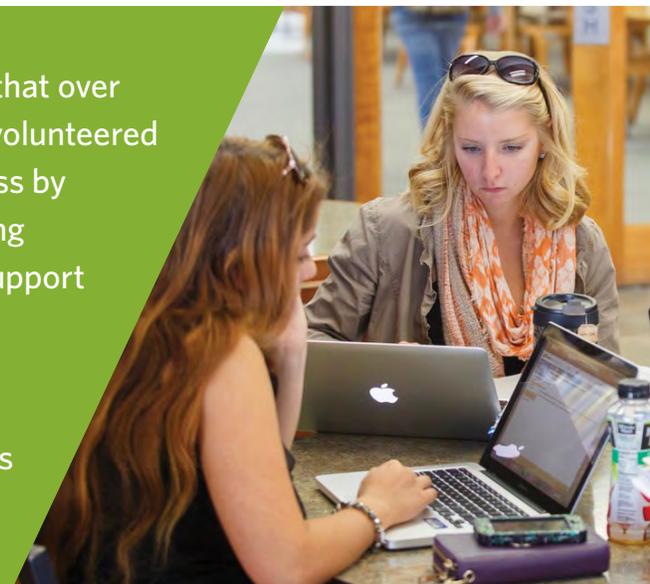
Below are some examples of our approaches:

- Whereas the start of the Self-Study preparation stage is usually associated with the MSCHE Self-Study Institute, we began working on identifying Self-Study Institutional Priorities almost a year prior to the Institute. We involved the entire Centenary community in year-long “ThoughtExchange” discourse (please see Chapter 2 to learn more).
- We are developing a Student-Led Accreditation Newsroom Project, which will serve three primary goals
 - Open more access for students to participate in the Self-Study Process
 - Open more channels of communication from the Steering Committee to the Student Body
 - Have participating students interview Self-Study Leaders on the questions that are of most value to our student community (versus, what we, as a Steering Committee, may believe is important for students to know).
- We are ensuring that our Communication Plan is not based on a one-way communication style; thus, we have developed two primary communication types: Informational and Participatory, with each type consisting of on-campus and remote modes (please see Chapter 10 to learn more).
- To address the scope and complexities of the Self-Study process, we have customized a project management tool (JIRA) to take the process to the next level: to assess alignments across standards, priorities, and strategic goals; to test for potential redundancies across working groups tasks; to identify gaps in planning and deliverables; and to assess the effectiveness of the Self-Study process itself.

We thank each and everyone of you for joining the University in its tradition of taking pride in the Self-Study process and for devoting your time and talent to take our community through the next cycle of Accreditation.

We are both proud and humbled to recognize that over 32% of full-time university employees have volunteered to be directly engaged in the Self-Study process by serving on the Steering Committee and Self-Study Working Groups. We are thankful to our students for offering to support the Self-Study process by participating, and even leading, some Self-Study activities.

We are excited to see what lies ahead, what achievements and new learning our Self-Study brings us!



CHAPTER 1:

Institutional Overview

Brief History

Centenary University began in 1867 as Centenary Collegiate Institute (CCI), a co-ed Methodist collegiate seminary named after the centennial anniversary of American Methodism. Construction on the campus began in 1869, and the first group of co-educational students arrived in 1874. Centenary was the first college in New Jersey to grant a degree to a woman. Based on waning demand for seminary training, the College converted to all women in 1910, offering diploma programs and higher education for female high school graduates. Based on decisions to make the focus more academic, CCI became a two-year junior women's

college in 1940. In 1976, they became a four-year women's college, changed the name to Centenary College, and began to move away from pre-professional offerings (although they still offered Associate's degrees). In 1988, the College became a co-educational baccalaureate college. Graduate programs were introduced in 1995, and in 2016 the college became Centenary University ("History and Traditions"). Throughout its history, the institution created and has maintained a number of signature programs (including equestrian, fashion, and theater).

Centenary University Vision, Mission, Imperatives, and Strategic Objectives

Vision: To be the intellectual, economic and cultural Heart of the Skylands Region.

Mission: Centenary University delivers accredited degree programs and other dynamic learning experiences to prepare students for regional and global professions of

critical thought and purposeful action within a supportive environment immersed in a culture of service.

Imperatives (Goals):

- Student Opportunity and Success
- Continuous Improvement and Growth
- Diversity --> Inclusion --> Belonging
- Serving the Needs of the Region

Strategic Objectives:

- S-1: Grow a financially viable University
- S-2: Provide quality workforce and citizens for the Skylands Region
- S-3: Maintain high student satisfaction with Centenary experience
- P-1: Sustain optimal enrollment
- P-2: Establish a positive image (brand) in a wider marketplace
- P-3: Enhance external relationships
- P-5: Optimize in-demand program offerings
- P-7: Maintain regional and specialized accreditations
- C-2: Provide effective instructional and administrative computing
- C-3: Provide appropriate facilities
- C-4: Recruit, develop and retain high quality staff
- C-5: Recruit, develop and retain high quality faculty
- E-1: Operate in a post-COVID-19 pandemic environment





Student Populations Served

Centenary University is located in the State of New Jersey, Warren County, and serves 1,940 students (12-month unduplicated headcount). Of these, 62.8% identify as White, non-Hispanic, 14.4% as Hispanic, 6.4% as Black or African American, 4.2% as two or more races, 2.0% as Asian, 9.9% as unknown, and < 1% as American Indian.

When this distribution is viewed in the geographic context of the State of New Jersey and the Warren County, we find that Centenary's enrollment of White, non-Hispanic, students is approximately 8% higher than the representation of the State of New Jersey, but 18% lower than the distribution of a White, non-Hispanic, population in Warren County. Similarly, whereas 14.4% of Centenary's Hispanic student population is approximately 6.5% lower than the state of New Jersey, it is 4% higher than Warren County. Centenary's 6.4% population of Black or African American student representation is approximately 8.7% lower than

that of the State and relatively close to the County average of 5.7%. Centenary has a higher percentage of students with two or more races at 4.2% compared to the state at 2.3% and the county at 1.7%. The university's Asian population of 2% is approximately 8% lower than the State but relatively close to the County's percentage of 2.9%. The University's percentage of American Indians is less than 1%, which is comparable to both the State and County. Centenary has an unknown population of 9.9% which is higher than both the State and the County which have a 0% unknown population.

Gender distribution of Centenary University students is 64.3% female, 31.7% male, and 4.0% are listed as not reported. When comparing gender distribution to the State and County, Centenary University has a higher percentage of female students at 64% compared to approximately 51% at the State and County level.

Enrollment and Graduation Trends

In the last five years, from Fall 2016 to Fall 2021, Centenary University has experienced an overall decline in enrollment. However, we have shown a positive trend in slowing down the rates of decline:

Fall 2016 to Fall 2017.....	-9.67%
Fall 2017 to Fall 2018.....	-9.45%
Fall 2018 to Fall 2019.....	-6.71 %
Fall 2019 to Fall 2020	-3.09%
Fall 2020 to Fall 2021	-4.79%

Thus, Fall 2016 to Fall 2020 set up a steady and consistent trend in reversing the decline from -9.67% to -3.09%. If that trendline had continued, Fall 2020-Fall 2021, would have taken the decline to zero or even given a small increase. Unfortunately, the onset of the pandemic led to a decline of 4.79%. It is our goal for Fall 2021-Fall 2022 to return to a

3% decline and to be at 0 or have a positive increase in Fall 2022-Fall 2023.

Our main programs of study are undergraduate programs in Business (19.9%), Education (10.6%), Equine (8.8%), Criminal Justice (4.8%), and Psychology (4.5%). Top graduate programs are Education (15.7%) and Counseling (4.6%).

Results of The College Scorecard released in the spring of 2022, revealed that our graduation rates are eight points higher than the national average for graduation rates among four-year colleges and universities. We have also ranked number one in graduation rates in our peer group.

Centenary University is showing positive trends in the “Student Median Income After Graduation” metrics; we rank both above the peer group average and above the national average.

Key Environmental Factors

It is impossible to discuss key environmental factors of the last two years without first confronting the challenges of the COVID-19 pandemic and its impact on higher education across the globe. At Centenary University, the pandemic caused ripple effects on student and employee retention as classes, meetings, and campus events moved completely online and remained at least partially virtual into 2022. As with many other institutions, we have felt COVID-19’s effect not only quantitatively in the numbers of our campus community, but also in deeper ways as it has exacerbated the already increasing mental health stressors on our students, staff, and faculty. We continue to work on supporting students as they transition back to a changed campus life post-lockdown, and to ensure that Centenary is safe, physically and mentally healthy, and prepared to take on challenges of the expanded landscape of hybrid in-person and online learning that has risen from the pandemic.

Like many institutions, Centenary University has spent a great deal of time reflecting and challenging ourselves as a community to approach issues of diversity, inclusion, and belonging with more urgency and knowledge than ever before. The sociopolitical climate of the past few years has created the opportunity for conversations, albeit difficult ones, that are long overdue in higher education, and we acknowledge the importance of having those on our campus. In 2019, we took the strategic step of creating an Assistant Dean of Diversity and Inclusion position, which

has ensured leadership in these discussions. The creation of a multicultural space for students served as a learning experience in taking on the work of building coalitions and working with a broad range of student leaders to complete a project. In 2020, we established the Diversity and Inclusion Board, made up of a mixture of staff and



SELF-STUDY DESIGN

faculty, which has served in an advisory capacity on many important discussions, including taking part directly in the MSCHE self-study process. We have also reaffirmed our commitment to linguistic diversity on campus not only by continuing to support English language learners in our campus writing center, but also through the hiring of an Academic Enrichment Coordinator for Multicultural Students to support our multilingual student population on an individual level and to help the writing professionals and student support professionals at Centenary educate the faculty and staff on how to best support our English language learners. While Centenary still faces many challenges in order to make our campus a more inclusive environment and to confront some of the deep-seated issues of systemic injustice that have plagued higher education for too long, by taking steps such as those outlined here we have prepared ourselves to have and continue to open honest conversations, and to take necessary action. In fact, diversity, inclusion, and belonging are featured as part of our institutional priorities for this self-study.

Although other environmental factors may be shared experiences with other institutions, a unique factor for Centenary has been that of a high level of turnover of leadership at the university and major structural shifts. Three presidents in five years with other high-level replacements brought about changes in direction and focus. From July 2017, under the 13th President, when Centenary University began the formal process of academic program analysis, several structural shifts occurred. The aim of the program analysis was to strategically balance our academic enterprise, and as a result all academic programs were analyzed by a representative committee tasked with this responsibility. Additionally, in 2018, the University contracted an outside vendor to complete a program and market analysis to determine new program growth and direction. As a result of both the internal and external analyses several recommendations were made to



the Faculty, President and Board of Trustees resulting in a number of initiatives, including establishing a new core curriculum, a commitment to growing new programs in the health sciences, the discontinuation of underperforming programs, academic department realignment, and a reduction in the number of credits needed to graduate (120 versus 128). Centenary successfully undertook all of these recommendations in the intervening years. As these shifts were occurring, between November 2018 and January 2020, the aforementioned Presidential changes occurred, including the stepping down of the 13th President, the appointment of an Interim President, and the installation of the 14th

President. As the leadership and university structure changed over that five year period, so, too, did strategic planning goals and the university's mission, all of which have shaped the overall direction of the institution. The campus community has come together to ensure the forward progression of the institution despite these challenges, however, and Centenary's constituents look forward to continuing under our current leadership and direction.

Despite the environmental challenges noted above, along with, similar to many small institutions, a difficult financial outlook and enrollment issues, Centenary University has shown resiliency. While the financial challenges of recent years have put up hurdles to pursuing mission-based initiatives and new programming, we have looked for ways to fulfill our mission in cost-effective ways and to pursue cost-saving measures that will allow us to look towards our mission in the future. While factors such as state population decreases and COVID-19-era increases in private-sector online learning have led to dips in enrollment, our drops in enrollment have steadily decreased over time, as shown in a section above. Issues connected to leadership, diversity, and COVID-19 will continue for the university; however our persistence in facing those environmental factors thus far have prepared us to continue to meet these challenges.

CHAPTER 2:

Institutional Priorities

Self-Study Institutional Priorities

Further implementation of process integrity and data-driven institutional assessment through documentation and dissemination of policies and practices, and ensuring effective communication flow throughout the institution.

Further facilitate a culture of financial responsibility in which all university functions understand that they have a role in the financial health of the institution, and all community members actively participate in moving the institution toward financial viability.

Create a transformative student-centric framework wherein messages, services, experiences, and products are designed from the perspective, and to the benefit, of the student.

Design a framework for identifying and addressing systemic barriers directly related to Diversity, Inclusion, and Belonging.





Process/Methodology Used to Identify Institutional Priorities

1. Self-Study Institutional Priorities have come from a year-long (February 2021 through February 2022) series of “ThoughtExchanges.” A brief description of “ThoughtExchange” is provided below under the Notes section. A detailed description of the tool, the process and the methodology will be provided in the Self-Study Report. Nine “ThoughtExchanges” were conducted across key institutional constituents: Faculty and Staff, Board of Trustees, Strategic Planning Champions, and Students. Dominant themes were identified and compared across nine instances of “ThoughtExchanges.”

Nine community wide “ThoughtExchanges” resulted in 108 themes, which were further grouped into 22 categories. The four top categories were identified as Process Integrity, (25.93%), Student-Centric Services (21.30%), Finance (14.81%), and Diversity, Inclusion, Belonging (D, I, & B) (10.19%).

THEMES RELATED TO PRIORITIES	NUMBER OF THEMES IN TOP 4 CATEGORIES	PERCENTAGE OF ALL THEME CATEGORIES
Process Integrity	28	25.93%
Student-Centric	23	21.30%
Finance	16	14.81%
D, I, & B	11	10.19%

- 2. “ThoughtExchange” themes were analyzed in alignment with the Institutional Mission and Strategic Goals.
- 3. The Commission’s Recommendations from the 2015 Self-Study Report were reviewed in the context of “ThoughtExchange” themes and Institutional Mission/ Strategic Goals Alignments.

- 4. University needs and lines of inquiry across academic and operational departments were analyzed by the Steering Committee (November-December 2021). Common themes were captured for alignment across areas addressed in “ThoughtExchanges,” Mission/Strategic Goals, 2015 Self-Study Commission Recommendations, and Steering Committee Lines of Inquiry.
- 5. Projected Priorities based on the above sources (“ThoughtExchanges,” Mission/Strategic Goals, 2015 Self-Study Commission Recommendations, and Steering Committee Lines of Inquiry) were formulated into four Self-Study Institutional Priorities.
- 6. Proposed Self-Study Institutional Priorities are currently being reviewed and revised by the Steering Committee.
- 7. Proposed Self-Study Institutional Priorities to be introduced for final feedback to University Committees March-April 2022.

Notes: “ThoughtExchange” is an Enterprise Discussion Management system that is comparable to a basic content analysis tool. Unlike traditional survey tools, “ThoughtExchange” does not list a set of predetermined themes but allows the community of participants to generate themes of the exchange. This qualitative approach is further supported by a quantitative methodology, wherein ratings by the community of participants indicate the level of community support on each emerging theme. All thoughts posted by participants are visible to the entire participating community (personal/identifiable information is not included). Thus, a mixed methodology (qualitative and quantitative) supports participating communities with uncovering and subjecting to analysis both tacit and explicit organizational constructs.

Alignments of the Self-Study Institutional Priorities with the Institution’s Mission, Imperatives (Goals), Strategic Objectives, and the MSCHE Standards for Accreditation

Our Mission, with its emphasis on creating supportive student experiences, has played an integral role in the Steering Committee’s discussions of shaping institutional priorities and lines of inquiry. We are exploring explicit and implicit connections between our Mission and academic programs and operational functions. We are also examining how historical changes in wording (conceptualizing key community notions) and direction of our Mission have affected the University’s course of decision making. Our preliminary findings indicate that we need to further assess our channels and modes of communication to ensure that our Methodist roots, our Mission, and our initiatives hold not only implicit connections but are explicit, stated, discussed, and are open for further periodic assessment.

The Steering Committee has conducted a thorough review of alignments across the following:

- Strategic Objectives (13 Objectives)

- University Mission (3 defining directions)
- University Imperatives (4 Imperatives)
- MSCHE Standards (7 Standards)
- Self-Study Institutional Priorities (4 chosen priorities)

In our discussion of alignments, the Steering Committee addressed the importance of recognizing both valid connections and potentially invalid (irrelevant, redundant) connections.

- Valid connections provide directions for working groups on how to approach standard tasks and where to look for resources
- Irrelevant connections/alignments can create unnecessary work and unsuccessful results for working groups

Below is a Matrix of alignments identified by the Steering Committee.

STRATEGIC ALIGNMENTS

STANDARD	INSTITUTIONAL PRIORITIES	INSTITUTIONAL IMPERATIVES	MISSION ALIGNMENTS	STANDARD ALIGNMENTS
Standard I	Student-Centric Framework, Address Systemic Barriers to Diversity, Inclusion, Belonging	All (for Standard I only)	All (for Standard I only)	S II, S III, S IV, S V, S VI, S VII
Standard II	Process Integrity & Institutional Assessment	Continuous Improvement & Growth, Diversity, Inclusion, Belonging	Supportive environment & culture of service	S I, S III, S IV, S V, S VI, S VII
Standard III	Student-Centric Framework	Student Opportunity & Success, Serving the Needs of the Region	Dynamic learning experiences, Prepare for regional & global professions	S I, S II, S IV, S V, S VI, S VII
Standard IV	Student-Centric Framework, Address Systemic Barriers to Diversity, Inclusion, Belonging	Student Opportunity & Success, Diversity, Inclusion, Belonging	Prepare for regional & global professions, Supportive environment & culture of service	S I, S II, S III, S V, S VI
Standard V	Process Integrity & Institutional Assessment	Student Opportunity & Success, Continuous Improvement & Growth	Dynamic learning experiences, Prepare for regional & global professions	S I, S II, S III, S IV, S VI
Standard VI	Process Integrity & Institutional Assessment, Culture of Financial Responsibility	Continuous Improvement & Growth	Secondary	S I, S II, S III, S IV, S V, S VII
Standard VII	Process Integrity & Institutional Assessment, Culture of Financial Responsibility	Continuous Improvement & Growth	Secondary	S I, S II, S III, S VI

Note: Letter S and adjacent Roman numeral refer to one of the seven MSCHE standards

CHAPTER 3:

Intended Outcomes

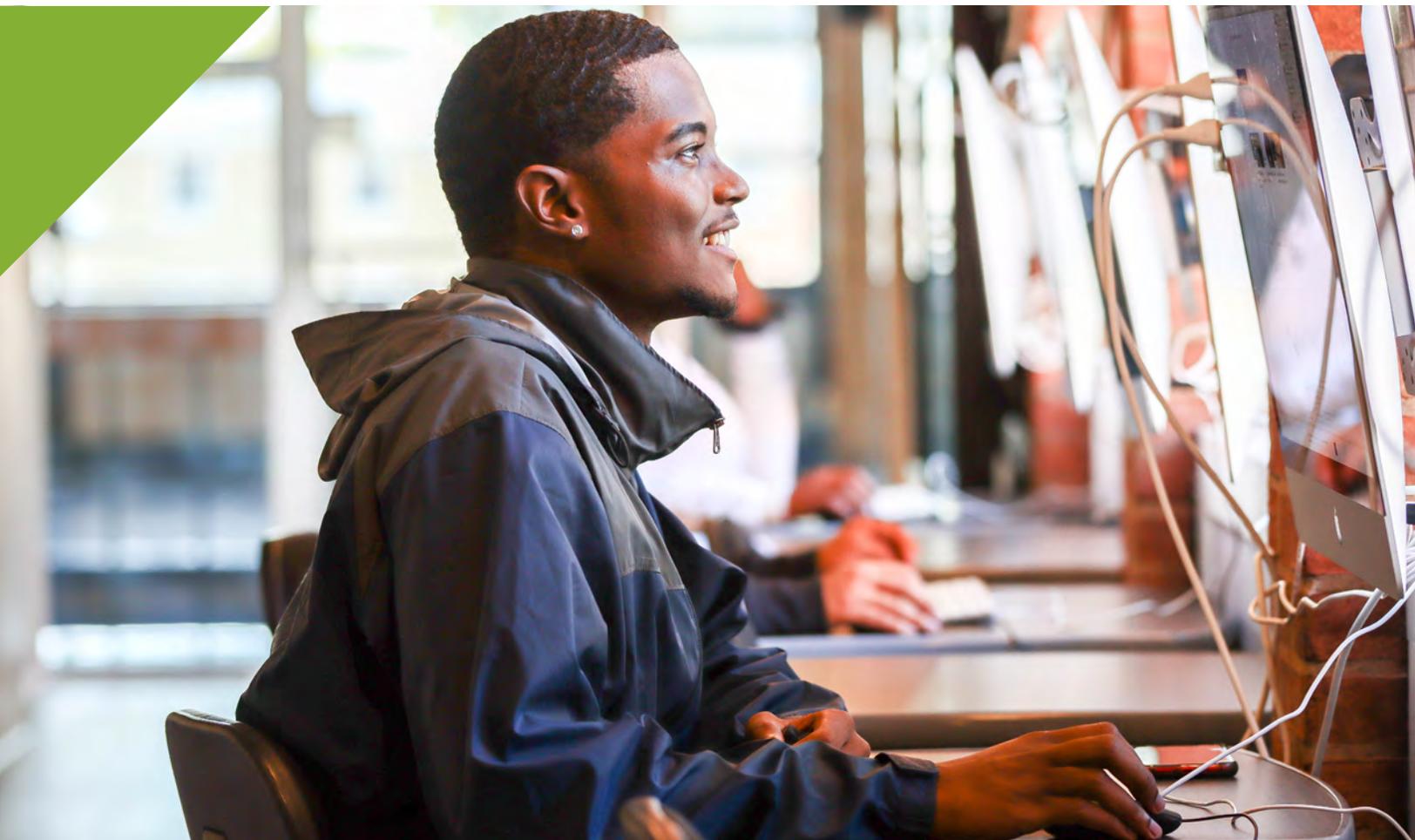
1. Demonstrate how the institution currently meets the Commission's Standards for Accreditation and Requirements of Affiliation.
2. Focus on continuous improvement in the attainment of the institution's mission and its institutional priorities.
3. Engage the institutional community in an inclusive and transparent self-appraisal process that actively and deliberately seeks to involve members from all areas of the institutional community.
4. Facilitate the self-study process as a professional development activity for all direct participants: Steering Committee members, Working Groups members, and Institutional Priority leads.

Note: Upon completion of the Self-Study process (but prior to the Evaluator Team visit), the Steering Committee will develop

an indirect assessment measure to verify whether Self-Study participants' experiences will have been perceived as comparable to professional development activities. The Steering Committee will make suggestions on revising and/or replicating practices (that were regarded as comparable to professional development activities) for our next Self-Study process, as well as for other institutional practices that involve community participation.

5. Identify and establish sustainable assessment practices that will be implemented and continued beyond completion of the Self-Study process.

Note: In their discussion of assessment (final criterion for each standard), Standard-based Working Groups will address whether assessments implemented throughout the Self-Study will be embedded within relevant university operations long-term and if so, what will be their assessment cycles and what is a rationale for suggested assessment timeframes.





CHAPTER 4:

Self-Study Approach

The Steering Committee made a decision to structure the Self-Study Report as a Standards-Based Approach. The following two leading reasons emerged during committee discussions:

- Most of the Steering Committee members expressed that serving on the Steering Committee is their first experience with leading the University through the process of University-wide self-assessment; consequently, standards-based guidance is a more fitting approach to ensure rigorous and systematic adherence to MSCHE requirements.
- Whereas the Self-Study process will build on the outcomes of the previous 2015 Self-Study report (which

was based on 14 Standards), Standards-Based approach will support Centenary community with learning about a current seven-standard structure and will allow the University to assess and communicate university practices in the context of language and practices currently shared across all MSCHE institutions.

The Steering Committee Co-Chairs addressed the discussion of the two approaches early in the process. An early decision on the approach helped the committee shape other decisions about the Self-Study design, such as working groups structures and functions (a detailed description is provided in “Chapter 5: Organizational Structure of the Steering Committee”).

CHAPTER 5:

Organizational Structure of the Steering Committee

Steering Committee and Working Groups Members

The Steering Committee was formed two months prior to the Self-Study Institute to ensure that the Steering Committee members have an opportunity to attend the Institute. The membership of the Committee did undergo some changes throughout the year due to personal and institutional changes, as well as strategic decisions. Both original choices and subsequent changes followed similar reasoning in identifying who will be leading the University throughout the Self-Study process. Whereas previous experience with a Self-Study and other compliance processes is an important factor, it was not a decisive factor. Individual standard-related areas of expertise, leadership skills, ability to identify core issues, an open mind to finding innovative and viable solutions, and last, but not least, interest to learn about University functions outside of immediate areas of personal operations – these are the characteristics that unite the Steering Committee members.

STEERING COMMITTEE MEMBER	TITLE	STEERING COMMITTEE ROLE
Erin Andersen	Assistant Professor of English/Director of Writing Collaboratory	Steering Committee Co-Chair
Viktoria Popova	Director of Institutional Research and Assessment; Accreditation Liaison Officer	Steering Committee Co-Chair
Lisa Mastrangelo	Associate Professor of English/Director of Composition	Standard I Co-Leader
Timothy Nicinski	Chaplain/Director of Campus Ministry	Standard I Co-Leader
Travis Spencer	Director of Athletics	Standard II Co-Leader
Lynn Taylor	Professor of Equine Science	Standard II Co-Leader
Robert Battistini	Associate Professor of English Humanities	Standard III Leader
Jill Gerlach	Enrollment Operations Specialist Enrollment Management	Standard IV Leader
Lauren Bergey	Dean, School of Natural, Health, Social and Behavioral Sciences	Standard V Co-Leader
Lisa Plantamura	Dean, Academic Innovation and Instructional Design, Professor of Business	Standard V Co-Leader
Linda Pepe	Controller	Standard VI Leader
Dana Benbow	Associate Professor of Finance & Business	Standard VII Leader
Krassi Lazarova	Associate Professor of Physics/Chair	Evidence Inventory Team Leader





Upon completion of the Self-Study Institute, the Steering Committee Co-Chairs updated University Committees on key points about the upcoming activities intended to prepare the University for the Self-Study Design stage. On February 7th, 2022, the Steering Committee Co-Chairs reached out to all Faculty and Staff with a call to contribute to the Self-Study process by joining one of the seven “Standard-Based Working Groups.” An eighth, “Function-Based Working Group” was put together later in the process, as the Steering Committee Co-Chairs learned that each of the “Standard-Based Working Groups” will need support in ensuring that discussions are based on relevant evidence, that is it accurately documented, and any overlap in using the same resources across seven standards is addressed strategically. As a result of reaching out to the community to join the Self-Study activities, more than 32% of full-time employees have volunteered to contribute with their time and expertise.

In the process of developing Working Groups charges, deliverables, and a structure allowing for an effective oversight of diverse operations, the Co-Chairs designed the following roles listed below. These roles are phrased and approached as tasks, that can be assigned to individual working group members as distinct roles or can be shared by several members as tasks. Each Standard-Based Working Group Leader(s) will exercise his/her own vision on assigning roles or shared tasks, depending on unique approaches for each standard-based Working Group.

- Project Management: Manage individual working groups schedules, tasks, due dates, deliverables
- Evidence Management: Identify and locate relevant

records, documents, other artifacts

- Academic Evidence Management
- Operational Evidence Management

Note: Not all Standard-Based Working Groups are a subject of having both Academic and Operational Evidence Management roles.

- Institutional Priorities Management: Ensure that Standard-Based associated Self-Study Institutional Priorities (See Table Strategic Alignments, Chapter 2) are addressed in the context of Standard discussions
- Data Management: Determine what data is needed to support their standard; work with Institutional Research to obtain or generate this data, be able to communicate data insights to the working group, make suggestions how this data should be incorporated into their standards narrative
 - Academic Data Management
 - Operational Data Management

Note: Not all Standard-Based Working Groups are a subject of having both Academic and Operational Evidence Management Roles.

- Assessment Management (review available assessments, identify gaps in assessment, design assessment initiatives to support their standard)
 - Academic Assessment Management
 - Operational Assessment Management

Note: Not all Standard-Based Working Groups are a subject of having both Academic and Operational Evidence Management Roles.

- Cross-Functional Management: Coordinate with other working groups to ensure that any potential overlap is addressed appropriately, that any redundancy is eliminated, and that any discrepancy in communicating similar information across standards is identified
- Strategic Narrative Management: Review all information collected and developed for a given standard throughout the Self-Study process; develop a strategy (“blueprint”) for a strong, convincing, and compelling narrative by identifying what information should be used, how this information should be used, in what sequence, etc. to address all Standard-Based requirements
- Write-up: Complete a Chapter for a given Standard based on the approved “blue-print.”

Following is a set of Tables that list seven Standard-Based and one Function-Based Working Groups (WG), as well as WG members with their titles and roles.

STANDARD-BASED WORKING GROUP

STANDARD	WORKING GROUP MEMBER	TITLE	WORK GROUP ROLE
I - MISSION AND GOALS	Lisa Mastrangelo	Director of Composition; Associate Professor	Standard I Co-Leader
	Timothy Nicinski	Chaplain/Director of Campus Ministry	Standard I Co-Leader
	Matthew Lavery	Director of Residence Life and Community Standards	Institutional Priorities Management: Diversity, Inclusion, Belonging
	Dennis Higgins	Student Success Specialist, Disability Services Office; Adjunct Professor of Mathematics	TBD Shared Responsibilities
	Cheryl Veronda	Dean, Business, Media, and Writing; Professor of Business	TBD Shared Responsibilities
	Kathy Turrisi	Assistant Professor of Education	TBD Shared Responsibilities
	Candice Daly	Bachelor of Social Work Field Placement Director; Associate Professor	TBD Shared Responsibilities
	Marianne Pratschler	Chair, Education and Humanities Department; Professor of Education	TBD Shared Responsibilities
	TBD	Student(s)	Institutional Priorities Management: Diversity, Inclusion, Belonging; Student-Centric Framework
	Pete Mandell	Director of Budgeting and Purchasing	Institutional Priorities Management: Culture of Financial Responsibility
II - ETHICS AND INTEGRITY	Travis Spencer	Director of Athletics	Standard II Co-Leader
	Lynn Taylor	Professor of Equine Science	Standard II Co-Leader
	Christine Rosado	Director of Human Resources	“Evidence Management” (EM) Institutional Priorities Management: Diversity, Inclusion, Belonging
	Christine Vandenberg	Registrar	“Operational Assessment Management” (OAM)
	Marvin Walker	International Admissions & Immigration Assistant	TBD Shared Responsibilities
	Karen DiMaria	VP for University Advancement	TBD Shared Responsibilities
	Patrick Douglas	Accounting Manager	Institutional Priorities Management: Culture of Financial Responsibility

STANDARD-BASED WORKING GROUP (CONT'D)

STANDARD	WORKING GROUP MEMBER	TITLE	WORK GROUP ROLE
III - DESIGN AND DELIVERY OF THE STUDENT LEARNING EXPERIENCE	Robert Battistini	Chair; Director of General Education; Associate Professor of English	Standard III Leader Project Management
	Michelle Meyer	Dean for Academic Success	Evidence Management
	Carol Barnett	Assistant Professor of English	Cross-Functional Management; Academic Assessment Management
	Noah Haiduc-Dale	Associate Professor of History	Institutional Priorities Management: Process Integrity Institutional Priorities Management: Diversity, Inclusion, Belonging
	Lexis McCoy	Assistant Professor of Education; Director for Master of Education	Operational Assessment Management Institutional Priorities Management: Student-Centric
	Richard Schweighardt	Purchasing Manager	Institutional Priorities Management: Culture of Financial Responsibility
IV - SUPPORT OF THE STUDENT EXPERIENCE	Jill Gerlach	Enrollment Operations Specialist	Standard IV Leader Project Management
	Abbie Davis	Assistant Director of Academic Success	TBD Shared Responsibilities
	Lindsay Galasso	Student Success Specialist	TBD Shared Responsibilities
	Colette Post	Assistant Registrar	TBD Shared Responsibilities
	Stefanie Taggart	Director of Admissions	TBD Shared Responsibilities
	Diana Alzate	Academic Enrichment Coordinator for Multicultural Studies & ESL Coordinator	TBD
	Ahmet Kukrek	Assistant Professor of Chemistry	TBD Shared Responsibilities
	TBD	Student(s)	Institutional Priorities Management: Diversity, Inclusion, Belonging; Student-Centric Framework
Rosemary Pepe	Director of Student Accounts	Institutional Priorities Management: Culture of Financial Responsibility	
V - EDUCATIONAL EFFECTIVENESS ASSESSMENT	Lauren Bergey	Dean, School of Natural, Health, Social and Behavioral Sciences	Standard V Co-Leader Institutional Priorities Management: Diversity, Inclusion, Belonging
	Lisa Plantamura	Dean, Academic Innovation and Instructional Design, Professor of Business	Standard V Co-Leader
	Linda Ritchie	Assistant Professor of Mathematics	TBD Shared Responsibilities
	Susan Van Alstyne	Director of the Taylor Memorial Library	TBD Shared Responsibilities
	Belen Araneda	Instructional Designer	TBD Shared Responsibilities
	Jesslyn Bryk-Lucy	Assistant Professor of Equine Science/ Veterinarian	TBD Shared Responsibilities
	Patricia Riley	Accounts Receivable	Institutional Priorities Management: Culture of Financial Responsibility

STANDARD-BASED WORKING GROUP (CONT'D)

STANDARD	WORKING GROUP MEMBER	TITLE	WORK GROUP ROLE
VI - PLANNING, RESOURCES, AND INSTITUTIONAL IMPROVEMENT	Linda Pepe	Controller	Standard VI Leader Institutional Priorities Management: Culture of Financial Responsibility
	Krystyna Pikowski	Accountant	TBD Shared Responsibilities
	Margie Pavlichko	Director of Veteran Services	TBD Shared Responsibilities
	Tammy Quasius	Laboratory Technician Science Department	TBD Shared Responsibilities
	Beth Freeman	Director Donor Stewardship, Prospect Research & Student Engagement University Advancement	TBD Shared Responsibilities
	Nicole Corley	Coordinator of Student Life	TBD Shared Responsibilities
	Frank Longo	Assistant Professor of Business for CCSPS Office	TBD Shared Responsibilities
	Joe Downey	Assistant Professor of Business	TBD Shared Responsibilities
	George Petersen	Assistant Professor of Criminal Justice	TBD Shared Responsibilities
VII - GOVERNANCE, LEADERSHIP, AND ADMINISTRATION	Dana Benbow	Associate Professor of Finance & Business	Standard VII Leader
	Tara Clausen	Professor of Equine Studies/Riding Coordinator/Hunter-Jumper Coach	Institutional Priorities Management: Diversity, Inclusion, Belonging TBD Shared Responsibilities
	Les Aron	Trustee	TBD Shared Responsibilities
	Anthony Yacullo	Assistant Professor of Business	TBD Shared Responsibilities
	Keith Morgen	Chair, Associate Professor of Psychology Faculty, Social and Behavioral Science	TBD Shared Responsibilities
	TBD	Student(s)	Institutional Priorities Management: Diversity, Inclusion, Belonging; Student-Centric Framework
	Jerard Tyler	Financial Aid Counselor	Institutional Priorities Management: Culture of Financial Responsibility

FUNCTION-BASED WORKING GROUP EVIDENCE INVENTORY TEAM

WORKING GROUP MEMBER	TITLE	WORKING GROUP ROLE
Krassi Lazarova	Associate Professor of Physics/Chair	Evidence Inventory Team Leader
Susan Van Alstyne	Library Director	TBD
Amy Hayes	Archival Reference Librarian	TBD
Lynn Taylor	Professor of Equine Science	TBD
Erin Andersen	Assistant Professor of English/Director of Writing Collaboratory	Ex-officio member
Viktoria Popova	Director of Institutional Research and Assessment; Accreditation Liaison Officer	Ex-officio member

Methodology for Managing Assessment and Analyzing Mission/Priorities/Standards

Our Mission, with its emphasis on creating supportive student experiences, has played an integral role in the Steering Committee's discussions on shaping the institutional priorities and the lines of inquiry. We are exploring explicit and implicit connections between our Mission, academic programs, and operational functions. We are also examining how historical changes in wording (conceptualizing key community notions) and direction of our Mission have affected the University's course of decision making. Our preliminary findings indicate that we need to further assess our channels and modes of communication to ensure that our Methodist roots, our Mission, and our initiatives hold not only implicit connections but are explicit, stated, discussed, and are open for further periodic assessment.

The core of the Mission/Priorities/Standards assessment is in identifying, validating, and maintaining alignments across these "categories"; thus, making them explicit and a subject for further assessment. Conversely, if any of these "categories" are based on "false" alignments (cannot be validated) or do not exhibit any alignments, such instances should also be a subject for further scrutiny – "false" alignments or a lack of alignments is likely a symptom of an inherent "misdirection(s)."

To identify and untangle (better yet, prevent from occurring) such "misdirection(s)" each "category" should be approached with the following steps:

1. Establish Granularity

Break down any given category into the smallest semantic units. For example, as demonstrated in Chapter 2 Table "Strategic Alignments," Column "Mission Alignments," the University Mission consists of three defining directions:

- Dynamic learning experiences
- Prepare students for regional and global professions
- Supportive environment immersed in a culture of service

2. Propose Alignments across granular levels of categories

For example, instead of aligning across standards, alignment can be across Standards' criteria.

3. Validate Alignments

To ensure an accurate oversight of alignments, each Standard Leader proposed their vision on alignments at the level of individual criteria. These proposed alignments are a subject for further assessment (See more below in Section "Strategies on Encouraging Working Groups to Interact, Collaborate, and Reduce Redundancies" part 2).

4. Establish Lines of Inquiry

Once alignments are validated, lines of inquiry will be established for each connection/alignment across all categories (as demonstrated in Chapter 2, Strategic Alignments).



Working Groups: Strategies for Collaboration and Reducing Redundancies

The Steering Committee has designed two leading strategies to support the Working Groups with directions that are intended to both turn the overlapping areas of inquiry into collaborative environments and to ensure that overlapping tasks are devoid of potential redundancies:

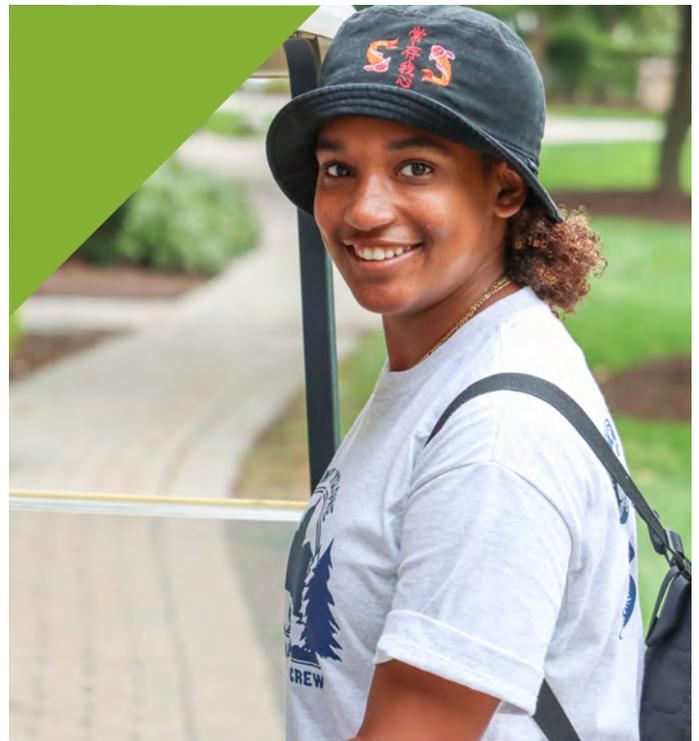
1. The first strategy is based on establishing unique Standard-Based Working Group Roles/Tasks
 - a. **“Cross-functional management” (CFM)**
A CFM role will be tasked to communicate with other CFMs across all seven standards. The CFM representatives will essentially constitute a working group of their own to monitor activities across all working groups on their lines of inquiry, assessment designs, assessment tools, assessment outcomes, as well as a final narrative of each standard-based chapter. CFMs will inform their Working Groups on potential collaborative actions, as well as duplicative efforts.
 - b. **“Institutional priority (or priorities) management” (IPM)**
Representatives of institutional priorities will be working in collaboration with their counterparts across seven standards to ensure that all tasks across priorities are coordinated.

- c. **“Evidence management” (EM)**
EMs will work in collaboration with Evidence Inventory Team members to avoid redundancy and to ensure efficiency in the use of shared resources.
2. Use of a Granularity approach (as addressed above) has established both a context for collaboration across Working Groups and a tool for reducing potential redundancies.
 - a. The Steering Committee has identified alignments at the level of individual criteria.
 - b. Each proposed alignment was labeled by a perceived (with a proposed justification) level of connectivity: “Significant,” “Moderate,” “Minimal,” and “None.”
 - c. Proposed alignments will be validated during the first stages of the Self-Study process. For example, if a strong connection is reported by one Standard Leader but a “None” alignment is reported by another Standard Leader, a misalignment will be further explored to justify a valid presence or absence of connection(s), which, in turn, will either establish a task for further collaboration or will eliminate a potential redundancy early in the process.

Project Management Strategies

The Self-Study process is an exceedingly complex process that requires a consistent oversight and a thorough coordination across multiple “variables” and University operations; it is subject to multiple cycles of assessment, involves a broad range of Institutional resources, it is driven by multiple stakeholders, it has multiple dependencies and contingencies, and is open to various viable solutions (versus right/wrong binaries).

To manage this complexity, the Steering committee has adopted a project management tool— JIRA. The Steering Committee Co-Chairs have customized the JIRA environment to support MSCHE Accreditation requirements. Thus, the use of the tool has stretched beyond planning and tracking timely deliverables; teams can view complex dependencies across tasks, set up alignments across standards and other “variables” such as strategic goals, identify gaps in planning, test for redundancies, and view coordinated actions across working groups. This list is not comprehensive and offers other features that will be explored and tested throughout the Self-Study process.





CHAPTER 6:

Guidelines for Reporting

As delineated in the “Self-Study Timetable” Chapter 9, Self-Study reporting will follow two primary phases that will provide direction for Standard-Based Working Groups:

1. Standard-Based Working Groups **Research Phase** (July – December 2022)
2. Standard-Based Working Groups **Writing Phase** (January – April 2023)

In parallel to deliverables by Standard-Based Working Groups, a Function-Based Working Group (Evidence Inventory Team), the Steering Committee, and the Steering Committee Co-Chairs will be responsible for a separate set of deliverables (addressed below).

Each of the 2 phases consists of a further breakdown of tasks.

1. Working Groups Research Phase (July – December 2022)
 - 1.1 Ideation Draft (August 2022)
 - 1.2 Evidence Inventory Draft (September 2022)
 - 1.3 Assessment Strategy Draft (October 2022)
 - 1.4 Assessment of Assessment Draft (November 2022)

- 1.5 Assessment Results Draft (December 2022)
2. Standard-Based Working Groups Writing Phase (January – April 2023)
 - 2.1 Individual Working Group Strategic Narrative Draft (January 2023)
 - 2.2 Individual Working Group Draft 1 (February 2023)
 - 2.3 Individual Working Group Final Draft (March 2023)
 - 2.4 Collective Self-Study Report Draft (April 2023)

Phase 1, The Research Phase, and section 2.1 of Phase 2, the Writing Phase, will necessitate a close adherence to established timelines, so that Cross-Functional Management roles can compare outcomes across seven Standards, test for potential overlap and redundancy, and take recommendations back to their Working Groups. Timely recommendations will ensure efficiency of further actions and deliverables by maximizing on collaborative actions and minimizing duplicative efforts. Phase 2, sections 2.2 and 2.3 of the Writing Phase, will offer more flexibility to the Working Groups, so that they can address individual Standard needs and challenges.

Information below offers a more granular breakdown of the Standard-Based Working Groups deliverables for Phase 1, “Working Groups Research Phase.”

Working Groups Research Phase (July – December 2022)

1.1 Ideation Draft (July-August 2022)

1.1.1 Validate Alignments established by the Steering Committee

The Alignments Matrix and Alignments Dashboard will be available for revisions. Alignments across Standards’ criteria need bilateral validations (between Standard Leaders where connections have been proposed).

1.1.2 Establish Lines of Inquiry

Propose at least one line of inquiry per each validated alignment. If a line of inquiry cannot be established, an alignment should be flagged (in Jira) for further assessment. This task will ensure that all connections across Standards (individual criteria), Mission, Strategic Objectives, and Self-Study Institutional Priorities are not nominal but will be subjected to assessment.

1.1.3 Associate each Line of Inquiry with a relevant Standard Criterion

1.1.4 Identify Institutional Data Needs (to support established lines of inquiry).

A template/form will be provided to describe data needs (to be submitted to the Institutional Research office).

1.2 Evidence Inventory Draft (September 2022)

1.2.1 Identify a list of relevant records (policies, procedures, other documents)

1.2.2 In Jira, link each item (document title) to a specific **Standard criterion and/or a line of inquiry.**

1.2.3 Evidence Inventory Managers in collaboration with Cross-Functional Managers **review Jira dashboards for overlap in Evidence Inventory Inquiries. (September-October 2022)**

1.3 Assessment Strategy Draft (October 2022)

Offer a strategy for reviewing relevant assessments, assessment tools and methodologies, and identifying inconsistencies and gaps.

1.4 Assessment of Assessment Draft (November 2022)

Conduct assessments identified in 1.3.

1.5 Assessment Results Draft (December 2022)

1.5.1 Report on Assessment findings based on 1.4

1.5.2 Propose areas of challenge, opportunity, and innovation.

1.5.3 In line with an Intended Outcome 5 (see Chapter 3 “Intended Outcomes”), **propose a list of sustainable assessment practices** that will be implemented and continued beyond completion of the Self-Study process, suggest assessment cycles and a rationale for suggested timeframes.





Lines of Inquiry

Early in the Self-Study Design process (Fall 2021), the Steering Committee engaged in ongoing discussions on potential lines of inquiry to be pursued for the Self-Study process. Whereas this approach did result in a two-page list of assessment inquiries across various university operations, this list created a set of new challenges for the Self-Study Design, such as:

- How do we truncate this ambitious list of inquiries into manageable Self-Study tasks?
- How do we develop a strategy to guide us in aligning these lines of inquiry across seven MSCHE standards (by individual criteria), Self-Study Institutional Priorities, Mission, University Objectives, and University Imperatives?

Truncating and aligning potential lines of inquiry across other Self-Study tasks did not prove to be an efficient approach. Instead, we opted for an inductive path; namely, we developed a strategy for inductive development of Self-Study research questions, or lines of inquiry. As delineated in the section above (“Working Groups Research Phase [July – December 2022]”), stages 1.1.2, 1.1.4, and 1.2.2 address the lines of inquiry development not as a starting point but as a natural progression stemming from established alignments across Standards (individual criteria), Mission, Strategic Objectives, University Imperatives, and Self-Study Institutional Priorities.

Deliverables for a Function-Based Working Group (Evidence Inventory Team), the Steering Committee, and the Steering Committee Co-Chairs

Steering Committee Co-Chairs: Complete designing Jira spaces for managing deliverables, alignments, and assessment (July-August 2022).

Cross-Functional Managers: Review of ideation results across all standards. Outcomes of review to be captured in Jira for review by Working Groups and Steering Committee Co-Chairs (September 2022).

Steering Committee Co-Chairs: communicate recommendations from cross-functional findings to Standard Leaders (October 2022).

Evidence Inventory Managers and Cross-Functional Managers: Identify and address (in Jira) potential overlap in Evidence Inventory Inquiries (September-October 2022).

Evidence Inventory Team: Work on collecting evidence requests for each Standard-Based Working Group -- a Jira dashboard will offer a view of Evidence Inventory inquiries generated for all Standards (October 2022).

Steering Committee Co-Chairs and Evidence Inventory Team: “Requirements of Affiliation” Chapter Draft (November 2022).

Evidence Inventory Team and Steering Committee Co-Chairs: “Evidence Inventory Strategy Overview” Chapter Draft (November 2022).

Cross-Functional Managers: Review of Assessment Strategy Drafts across seven standards, post findings in Jira (November 2022).

Cross-Functional Managers: Review Assessment of Assessment Drafts across seven standards, post findings in Jira (December 2022).

Steering Committee Co-Chairs: “Assessment Methodologies” Chapter Draft (December 2023).

Cross-Functional Managers: Review Assessment Results Drafts across seven standards, post findings in Jira (January 2023).

Cross-Functional Managers: Review Strategic Narrative Drafts across seven standards, post findings in Jira (February 2023).

Steering Committee Co-Chairs: “Executive Summary” and “Introduction” Chapters Drafts (March 2023).

Steering Committee Co-Chairs: “Conclusion” Chapter Draft (April 2023).

Steering Committee and Evidence Inventory Team: Collective Self-Study Report Draft (April 2023).

Notes on Chapter reviews and revisions:

- *Avoid using assumptions: Information that is not substantiated by verifiable outcomes/data is an assumption.*
- *Avoid relying solely on raw data (for example, a number of students enrolled). Instead, triangulate (more than one methods of verification) and provide context – be it comparative (peer), chronological, or other data narrative strategies. The Institutional Research Office can offer suggestions on collecting data and communicating results.*
- *All data has to be accompanied by a data source and year (for example, Institutional Research Office, 2022)*
- *Not all evidence has to be based on quantitative measures, qualitative or mixed approaches are acceptable forms of research. Consult with the Institutional Research Office or Academic Departments on how to identify and implement appropriate methodologies.*

CHAPTER 7:

Organization of the Final Self-Study Report

Self-Study Report Structure

Acknowledgements

Executive Summary

Introduction

Requirements of Affiliation

Standard I

Standard II

Standard III

Standard IV

Standard V

Standard VI

Standard VII

Conclusion



Focus of Each Chapter/Section

Acknowledgements

Before we begin the discussion on the Self-Study process and findings in Chapter 1, we would like to acknowledge all members of the Centenary University community who will have supported the University with their expertise, time, and dedication during the Self-Study process.

Executive Summary

Executive Summary will serve not only as an overview of the Self-Study report, but will also set a tone, or a cultural overview, of the Centenary community.

Chapter 1: Introduction

The Introduction chapter will create a context for the entire Self-Study Report by providing key data indicators, relevant environmental factors, and institution-wide areas of strengths, challenges, and opportunities for improvement and innovation.

Chapter 2: Requirements of Affiliation

Requirements of Affiliation will be addressed as a separate chapter to demonstrate how the University maintains consistency in ensuring compliance on an ongoing basis. Individual Requirements of Affiliation will also be addressed in greater detail across relevant Standards.

Chapters 3 – 9: Standards I –VII

Chapters 3 through 9 will discuss each of the seven Standards. Whereas Standards are broken down into unique sets of criteria, each Standard will address the following areas:

- Requirements of Affiliation, if applicable
- Alignments with Mission and Strategic Goals
- Potential overlap with other Standards criteria
- Alignments with Institutional Priorities
 - Alignments with University KPIs (Key Performance Indicator)
 - Areas of challenge, opportunity, and innovations
- Lines of Inquiry
- Evidence (documentation) to be used

- Data to be requested
- Areas of intended Assessment
- Assessment methodologies and tools
- Assessment results and recommendations
- Evidence Inventory Chart

Chapter 10: Conclusion

Whereas each Standard discussion will summarize findings for individual Standards and relevant University operations, Chapter 10 will offer a summary of key findings and their implications for relevant University operations, shortcomings of approaches that may be identified throughout the Self-Study, how these shortcomings should be addressed, and recommendations for next Self-Study or other broadscale assessment initiatives.



**CHAPTER 8:**

Strategy for Verification of Compliance

To verify and demonstrate that Centenary University practices adhere to the ongoing Compliance with Applicable Federal Regulatory Requirements that is periodically assessed and validated, the Evidence Inventory Team has been charged with leading and supporting each Standard-Based Working Group with collecting and providing applicable evidence. As addressed in Chapters 5 (“Organizational Structure of the Steering Committee”) and 12 (“Evidence Inventory Strategy”), each Standard-Based Working Group will designate Evidence Management representatives who will be collaborating with the Evidence Inventory Team to ensure accurate management of evidence and compliance records.

An “Evidence and Compliance Matrix” (ECM) has been developed to serve as a primary tool for collecting, managing, and verifying relevant evidence and compliance. The ECM will also be used as one of the assessment tools, as it has been designed to identify gaps and inconsistencies in documentation (policies, procedures, etc.) maintenance. Documentation reference and access, documentation status, updated schedules, accountable office/person, and compliance sources will be assessed and addressed with a responsible office. Final responsibility will rest with the Evidence Inventory Team to ensure that most recent actions are captured in the ECM, which will allow both Standard-Based Working Groups and the visiting team have access to the most recent, relevant, and accurate information.

CHAPTER 9:

Self-Study Timetable

Centenary University is excited to welcome the Evaluation team of colleagues from MSCHE Institutions in the Fall of 2023. To prepare for the visit, the Steering Committee has engaged the University in the six stages of Self-Study preparation process:

1. Pre-Pre-Planning Stage: February 2021- February 2022
2. Pre-Planning Stage: Fall 2021
3. Self-Study Planning Stage: Spring 2022
4. Self-Study Research Stage: Fall 2022
5. Self-Study Writing Stage: Spring 2023
6. Self-Study Evaluation Team Visit: Fall 2023

The first stage, or a “Pre-Pre-Planning” stage, was launched a year prior to the self-study process, from February 2021 to February 2022. Key University stakeholders, such as students, faculty, staff, administration, and the Board of Trustees, participated in a year-long set

of “ThoughtExchanges” (as discussed in Chapter 2: Institutional Priorities). This stage was designed to focus on exploring our cultural beliefs, assumptions, pain points, and aspirations prior to engaging in the evaluation of our practices.

A “Pre-Planning Stage” put a focus on learning about MSCHE requirements, expectations, and aspirations by participating in the Self-Study Institute, as well as by reviewing and discussing MSCHE materials. The “Self-Study Planning” stage is a Self-Study Design process, which has prompted the Steering Committee, in consultation with other University committees, to design a strategy and a system of operations to support the University-wide process of self-study.

Whereas stages four through six are standard self-study processes, Centenary University has developed individualized approaches (as evidenced across Chapters 5-10 of this document) that evolved from talents, skills, and determination put forward by Centenary Community members.



SELF-STUDY DESIGN

STAGE	DATES	DESCRIPTION	ACTION BY
Pre-Pre-Planning Stage	FEB 2021-FEB 2022	Year-long University-wide “ThoughtExchanges” to identify Self-Study Institutional Priorities	Centenary University
Pre-Planning Stage <i>Fall 2021</i>	AUG 2021	Accreditation and Self-Study overview at the President’s State of the University	Centenary University
	AUG-SEPT 2021	Steering Committee formed	Centenary University
	OCT-DEC 2021	Steering Committee bi-weekly meetings	Centenary University
	OCT-NOV 2021	MSCHE Self-Study Institute	MSCHE Centenary University
	NOV-DEC 2021	Accreditation overview at Faculty and Staff Senates and University Committees	Centenary University
Planning Stage Self-Study Design <i>Spring 2022</i>	FEB 17, 2022	Steering Committee Co-Chairs video conference with Commission Staff Liaison VP Dr. Sean McKitrick	MSCHE Centenary University
	FEB-MAR 2022	Self-Study working groups and roles formed	Centenary University
	MAR-APR 2022	Self-Study Institutional Priorities finalized and shared with Centenary community	Centenary University
	APRIL 8, 2022	First draft of the Self-Study Design submission to Dr. Sean McKitrick	Centenary University
	APRIL 22, 2022	Self-Study preparation visit Dr. Sean McKitrick meets with: <ul style="list-style-type: none"> ▪ The Governing Board ▪ The Steering Committee ▪ Dr. Bruce Murphy ▪ “Open Uni Meeting” (Faculty, Staff, Students) ▪ The Executive Team ▪ The Steering Committee Co-Chairs 	MSCHE Centenary University
	MAY-JUNE 2022	Revisions and acceptance of Self-Study Design	MSCHE Centenary University
	MAY-JUNE 2022	Self-Study Design Final submission to the MSCHE portal Deadline: July 1, 2022	Centenary University
Self-Study Research Stage <i>Fall 2022</i>	JULY-DEC 2022	Working Groups Research Phase	Centenary University
	OCT-NOV 2022	Self-Study Evaluation Team Chair chosen Visit dates chosen Self-Study Design sent to Chair	MSCHE
Self-Study Writing Stage <i>Jan.-Sept. 2023</i>	JAN-APR 2023	Working Groups Writing Phase Self-Study Report Draft to be completed	Centenary University
	APR-MAY 2023	Institution-wide review/responses to a draft of the Self-Study Report	Centenary University
	MAY-JUNE 2023	Self-Study Report Draft sent to Chair (two weeks prior to Chair Visit)	Centenary University
		Chair Campus Visit Self-Study Report Draft Feedback provided	Centenary University MSCHE
	JULY-AUG 2023	Self-Study Report Completed Self-Study Report shared with Centenary community	Centenary University
	SEPT 2023	Final Self-Study Report/Verification of Compliance/Evidence Inventory uploaded to MSCHE portal (six weeks before team visit)	Centenary University
Self-Study Evaluation Team Visit	OCT-DEC 2023	Self-Study Evaluation Team Visit Team Report Institutional Response	MSCHE Centenary University
Post-Self-Study	MAR 2024	Commission meets to determine action	MSCHE

CHAPTER 10:

Communication Plan

The Self-Study Communication Plan addresses six primary audiences: Students, Faculty and Staff, Board of Trustees, Cabinet, University Committees, and “All Constituents,” which includes alumni, parents, donors, and other internal and external stakeholders.

The Self-Study Communication Plan consists of two communication types: “Informational” and “Participatory.” Whereas providing consistent communication to all University constituents is a key to having Centenary community informed and confident in the process of

Self-Study, we believe that Self-Study activities should serve not only informational purposes but should also be open to an ongoing communal discourse; thus, a “participatory” type of communication has been embedded in the communication plan.

Furthermore, both informational and participatory types can be categorized as “On-Campus” and “Remote” access subtypes. These descriptors indicate whether a certain type of communication takes place at a Centenary University campus or can be accessed remotely.



SELF-STUDY DESIGN

AUDIENCE	COMMUNICATION TYPE	COMMUNICATION METHOD	COMMUNICATION TIMELINE
All Constituents	Informational (on-campus)	QR Codes placed in dedicated areas on-campus for a bi-weekly Self-Study Blog	JULY 22-NOV 2023 BI-WEEKLY
		Mission/Goals "Table Tents" (Dedicated areas on-campus)	JULY 2022-MAR 2024 TERM-BASED UPDATES
	Informational (remote)	Dedicated Self-Study Page on the University Website	JULY 2022-MAR 2024 TERM-BASED UPDATES
	Informational (remote and/or on-campus)	University-wide Townhalls	SEPT 2022-MAR 2024 FALL AND SPRING TERMS
Students	Informational (on-campus)	Same as "All Constituents"	JULY 2022-MAR 2024 TERM-BASED UPDATES
	Informational (remote)	Self-Study Email updates	SEPT 2022-MAR 2024 TERM-BASED UPDATES
	Participatory	Student Reps on Self-Study Working Groups	SEPT 2022-MAR 2023
		SGA Meeting Updates/Discussions	SEPT 2022-MAR 2024 ONCE PER TERM
	Student-led "Accreditation Newsroom": Self-Study information for Students, by Students	SEPT 2022-NOV 2023 MONTHLY	
Faculty and Staff	Informational (on-campus)	Same as All Constituents	JULY 2022-MAR 2024
	Informational (remote)	State of the University Updates	SEPT 2022-NOV 2023 ONCE PER TERM
		Self-Study Email Updates	JULY 2022-NOV 2023 MONTHLY
	Participatory	32% of Fulltime University Employees are directly involved in the Self-Study (Steering Committee and Working Groups)	JULY 2022-NOV 2023
University Committees	Participatory	All University Committees are represented in the Self-Study Working Groups	SEPT 2022-NOV 2023 MONTHLY PROGRESS UPDATES
Cabinet	Informational (on-campus)	Same as "All Constituents"	JULY 2022-MAR 2024 TERM-BASED UPDATES
	Informational (remote)	Self-Study Email updates	SEPT 2022-NOV 2023 MONTHLY PROGRESS UPDATES
	Participatory	Representation on the Self-Study Working Groups	APRIL 2022-NOV 2023
Cabinet Meetings Updates: Co-Chairs update, answer questions, request information		JULY 2022-NOV 2023	
Board of Trustees (BOT)	Informational (on-campus)	Same as "All Constituents"	JULY 2022-MAR 2024 TERM-BASED UPDATES
	Informational (remote)	BOT Meetings Updates: Co-Chairs update, answer questions, request information	
	Participatory	Representation on the Self-Study Working Groups	APRIL 2022-NOV 2023

CHAPTER 11:

Evaluation Team Profile

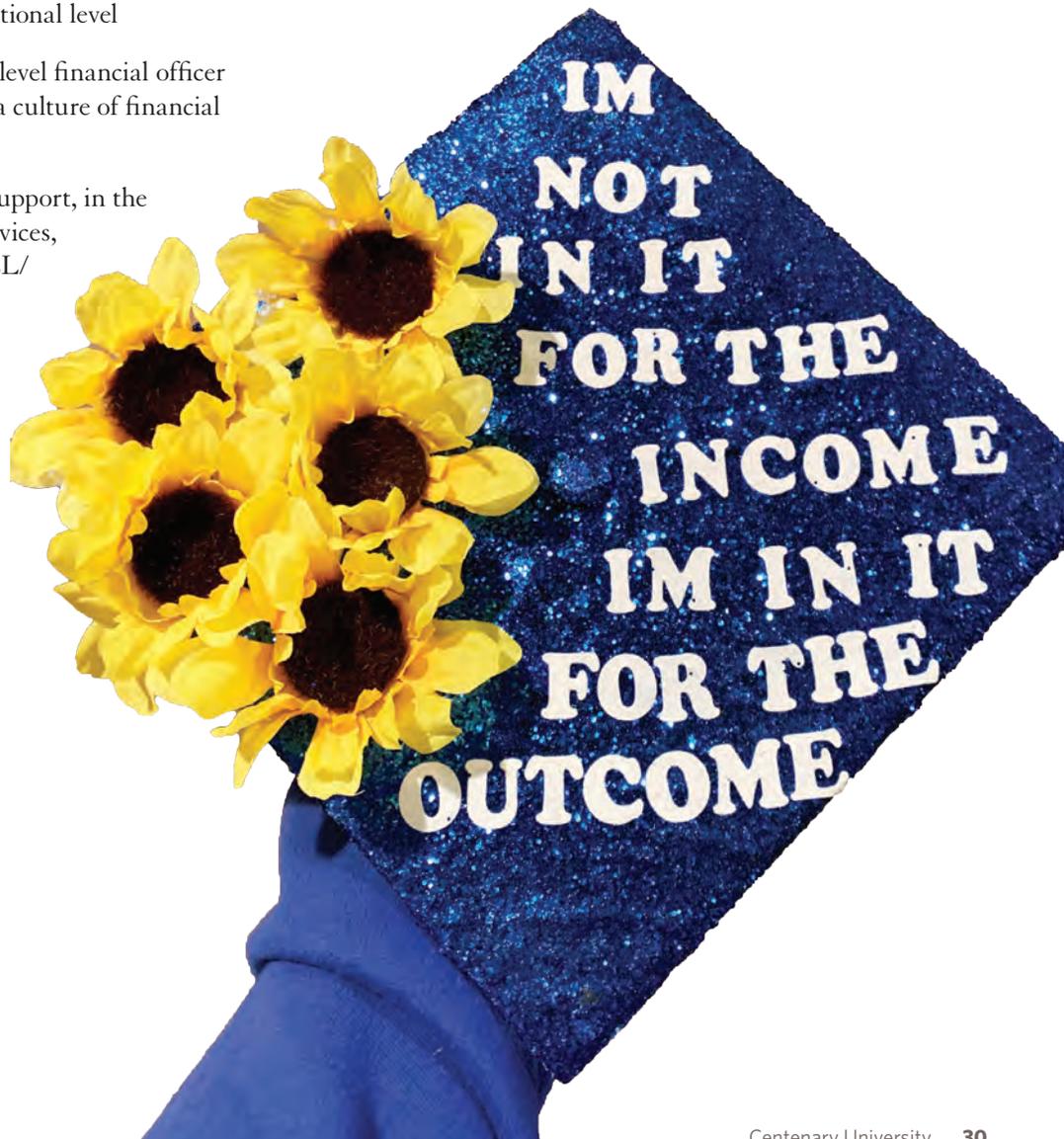
Evaluator and Team Chair Characteristics

Given that our institutional priorities focus on institution-wide assessment and policy integrity, Diversity/Inclusion/Belonging, student-centric services, and a culture of financial responsibility, we would request that our Evaluation Team members exhibit the following characteristics:

- Someone who has served as a Diversity, Inclusion, and Equity administrator or who has worked at the student life level on these issues successfully
- Someone with experience as a communications or HR manager who has implemented wide-scale change of communications policy at the institutional level
- A CFO, Comptroller, or other high-level financial officer with experience in helping to foster a culture of financial responsibility at their institution
- Someone with expertise in student support, in the field of disability services, library services, writing centers, tutoring centers, ELL/ESL, counseling services, career centers, or a related area

For the Team Chair, we would like to suggest someone in a high-level academic position such as a VPAA, a Dean, or a Provost from a small institution similar to Centenary University, with experience in fostering a culture of institutional assessment.

Centenary University Cabinet members were presented with a “Commission’s Policy Conflict of Interest: Commission Representatives” and agreed that at this time there is no identifiable Conflict of Interest.





Peer, Aspirant, and Competitor Institutions

Presented in the Table below are current Peer, Aspirant, and Competitor Institutions (PAC). As a part of our Self-Study, we will assess the process of identifying PAC Institutions

(which was last revised in 2016) and will revise or develop a new process for systematic review of PAC institutions.

PEER INSTITUTIONS	ASPIRANT	COMPETITOR INSTITUTION
Cabrini University	Arcadia University	Kean University
Cairn University- Langhorne	DeSales University	William Paterson University of New Jersey
Caldwell University	Eastern University	Rider University
College of Saint Elizabeth	Gwynedd Mercy University	Fairleigh Dickinson University (Florham)
Dominican College of Blauvelt	Iona College	Rowan University
Felician University	Misericordia University	Montclair State University
Neumann University	Molloy College	Ramapo College of New Jersey
College of New Rochelle (To be removed due to closing)	Mount Saint Mary College	Caldwell University
Nyack College (To be removed due to moving to urban rentals)	St. Thomas Aquinas College	Seton Hall University

CHAPTER 12:

Evidence Inventory Strategy

Centenary University has established an Evidence Inventory Team (EIT) consisting of four members. The co-Chairs of the Self Study Steering Committee are also ex-officio members of this Team. The charge of the EIT is to ensure that each claim within the Self-Study has supporting evidence. The EIT will collect evidence from institutional sources (Registrar's Office, Human Resources, Academic Affairs Office, Office of Institutional Research, etc.) and create an online repository for the Self-Study Working

Groups. Each Working Group will designate a liaison person (evidence manager) to facilitate communication and document sharing with EIT. Requests for specific evidence will be processed by EIT in collaboration with evidence managers. The EIT will meet on a regular basis and will communicate with the evidence managers to oversee the entire process of evidence gathering while being mindful of any duplication of efforts or gaps in information.



Evidence Inventory MAP and KEY

The Evidence Inventory Team (EIT) aims to make the evidence easily accessible, logical, and “skimmable” to a reader outside of the University, not familiar with our “language”. EIT has the following recommendations/requests for organizing the evidence that will be used in the current self-study report.

There is a designated space in **SharePoint** with a **folder structure corresponding to the 7 standards** for reporting. Each of these folders will have **subfolders corresponding to each of the criteria** under the standards. If any criterion requires too many files, we can create additional subfolders for each sub-criterion, but for now, we will keep the folder structure relatively simple.

Each group working on their respective standard, will designate an **evidence-inventory liaison**, also called **evidence manager**, who can upload files to this SharePoint drive. The rest of the group members can view but not upload (to keep the access manageable). The members of the EIT will also have access to this drive and can upload files as necessary. The EIT members and the evidence managers will work closely to ensure the provided documentation is complete, with the correct file name, to the correct folder, and that it satisfies the Evidence Inventory Quality requirements as described in the separately provided self-evaluation evidence rubric. The EIT members will provide the locations of some “common” policies to the groups to simplify the search for them. We are reaching out to offices and departments responsible for creating and maintaining these documents.

In each sub-folder, the uploaded files will need to be renamed according to the following convention:

[standard].[criterion and sub-criterion].[department responsible for the document – sub- or second department]. [filename]. [vXXXX – version if applicable].[ppXX – page numbers or location in document]

Example: **II.3a.AA-EST.CodeofEthics.v2021.pp1-4**

If more than one document of the same kind exists and will be uploaded to the inventory, we will use the file name identifier to distinguish the files. For example: syllabi can be named as follows:

Example: **III.2a.AA-EST.SyllabusANH1005-A.FA22**

If the same document is used for different references in different standards/criteria, it will be uploaded under different names as needed. We will also develop and communicate additional logistics for documents that are

to be widely used across standards (e.g., the University Catalog).

If a folder gets too many documents, we will group the existing documents into additional sub-folders, such as “syllabi”, “policies”, “reports”, “procedures”, “samples”, etc. For folders with less than 20 documents, we will not make the additional grouping.

The following will be used as codes for offices/departments responsible for the documents. Additional codes can be agreed upon with the working groups.

- AA** = Academic Affairs
- ASAC** = Academic Success and Advising Center
- ADM** = Admissions
- ATH** = Athletics
- BOT** = Board of Trustees
- DEI** = Diversity Equity Inclusion
- DSO** = Disability Services Office
- ENR** = Enrollment Management
- FIN** = Financial
- HR** = Human Resources
- HS** = Health Services
- OIRA** = Office of Institutional Research and Assessment
- OIT** = Office of Information Technology
- OUA** = Office of University Advancement
- LIB** = Taylor Memorial Library
- REG** = Registrar
- RES** = Residence Life
- SL** = Student Life

Academic Departments:

- BMW** = School of Business Media Writing
- EH** = Education and Humanities Department
- EST** = Equine Studies department
- NHSBS** = School of Natural, Health, Social, and Behavioral Sciences
- THA** = Theater Arts department

A SharePoint link to the designated library for the MSCHE 2023-2024 Reaffirmation of Accreditation will be shared with all Working Groups. The Evidence Manager(s) for each Working Group will be given edit-access.



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