



ST. JOHN'S UNIVERSITY



St. John's University
2025
SELF-STUDY DESIGN

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INSTITUTIONAL OVERVIEW

History and Mission

St. John's University was founded in 1870 by priests and brothers of the Congregation of the Mission, more commonly known as the Vincentian Community, who responded to an invitation from the first Bishop of Brooklyn, John Loughlin, to found a university that would educate New York City's immigrants and their children. St. John's is committed to being Catholic, Vincentian, Metropolitan, and Global, and this mission is central to all University endeavors. Currently, St. John's University is one of the largest Catholic and urban institutions in the nation, with a remarkably racially and ethnically diverse population of nearly 20,000 students, many of them the first in their family to attend college, and a full and part-time faculty of over 1,300. The University offers associate, baccalaureate, masters, doctoral, and professional degrees through six schools and colleges.

As a metropolitan university, we expose students to unique educational and professional experiences from New York City's cultural diversity, as well as its intellectual and artistic resources. With this richness comes responsibility. We encourage the metropolitan community to use our resources to serve its needs. As a global university, we are one of our nation's most diverse institutions of higher education, enriched by a mixture of cultures, working together to promote student success.

Our dedication to diversity, equity, and inclusion is at the heart of our mission. As a Catholic and Vincentian university, we are committed to institutionalizing practices of inclusive excellence to ensure that we welcome and celebrate the intrinsic worth of all members of our community. We become an even stronger University as we enhance equity at every level of our institution.

St. John's University Facts

Fall 2022

- Total enrollment of 19,663 students with 15,652 undergraduate students and 4,011 graduate students.
- Students come from 45 states, District of Columbia, Puerto Rico, US Virgin Islands, and 118 countries.
- Almost half of the students identify as Black, Hispanic, Asian, Native Hawaiian/Pacific Islander, American Indian, Alaska Native, or Two or More Races with 42% percent identifying as Roman Catholic and 57% being female.
- 2,905 first-time, first-year students with 41% Pell eligible/Very High Need.
- 2,522 students live in university residence facilities on or around the Queens campus.
- About 300 student-athletes who participate in 17 Big East Division 1 sports teams. During 2021-2022, a program record 234 Red Storm student-athletes were named to the BIG EAST All-Academic Team.
- 4,061 undergraduate and graduate degrees were conferred in 2021-2022.
- In the 2021-22 academic year, \$494 million was distributed in financial aid with 99% of undergraduates receiving some form of financial aid.

- 2,500 employees including over 600 full-time faculty and over 700 adjuncts.
- \$10.9 million is awarded grant funds with 113 proposals submitted.
- Carnegie Classification: Doctoral/Professional Universities.
- Over 195,000 living alumni with more than three-quarters in the New York Metropolitan area.
- Based on 2020-2021 data from the Commission of Independent Colleges and Universities, St. John's generated significant value and economic impact through a billion-dollar contribution directly and indirectly to the community, and supported 5,600 jobs each year in the New York area including almost 3,000 positions at the University.

Organizational Structure

The administrative leadership and governance structure of St. John's University is detailed below. Appendix 1 (Organizational Chart) provides the University's Organizational Chart to demonstrate the structure.

The two major governance documents are the University Statutes and the Collective Bargaining Agreement (CBA). The University Statutes, consisting of eleven articles, sets forth the role of the Board of Trustees; Academic Governance, including department organization; school and university governance; qualifications, criteria, and procedures for faculty appointment, reappointment, promotion, and conferral of tenure; and procedures for the discipline or removal of faculty and department chairs. The Statutes also set forth the roles and responsibilities of major administrative officers of the institution and various University-level councils/Senate, faculty, schools or college level faculty councils and departments. Faculty are unionized and are bound by the CBA reached on a periodic basis between the administration of St. John's University and its faculty.

The Board of Trustees has all powers and duties authorized by law. By statute, the Board of Trustees (BOT) consists of no fewer than 5 and no more than 36 members of whom 1/3 must be members of either the Congregation of the Mission or the Daughters of Charity, the religious community that sponsors the institution. The Provincial of the Eastern Province of the Congregation of the Mission serves as the Vice Chair of the Board and as Chair of the Mission Committee.

The Board of Governors of the University advises the Board of Trustees and the President on the plans, programs, and activities organized to raise funds from corporations, foundations, alumni and friends to support the students, faculty and academic programs at the University. There are no more than 35 in number and are comprised of prominent alumni and friends who are committed to generously supporting the University, and who offer their time and services to advance the goals of the University, especially in the area of fundraising.

University President and Administrative Leadership

The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement and support the institution's organization and governance.

- The President is the Chief Executive Officer of the University and shall have general supervisory authority and responsibility over all its affairs.
- The Executive Vice President for Mission is held by a Vincentian priest, as stipulated in the Statutes and shall be the principal adviser to the President on all matters relating to developing and supporting the Vincentian Mission of the University and overseeing academic ventures and

programs related to poverty and social injustice. These include Campus Ministry, the Mission Office, The Vincentian Center for Church and Society, and Vincentian Institute for Social Action (VISA).

- The Provost and Vice President for Academic Affairs is the principal academic advisor to the President and the chief academic officer for all of the academic units of the University. This individual shall be responsible for the general supervision and coordination of the planning and evaluation of the academic affairs of the University.
- The Vice President for Business Affairs, Chief Financial Officer and Treasurer is the principal fiscal adviser to the President and shall be responsible for the business and financial affairs of the University and shall advise administrative officers in matters of financial policy. This position also oversees Information Technology and Campus Facilities and Services.
- Vice President for Administration, Secretary and General Counsel acts as a counsel to the Board of Trustees and is responsible for all legal affairs of the University. This position also oversees Athletics, Public Safety, Human Resources and Internal Audit.
- Other university administrators reporting directly to the President include Vice President for Student Success & Retention Strategy; Vice President for Advancement & University Relations; Vice President for Equity and Inclusion; and Vice President & Chief of Staff to the President. All of the University administrators identified here represent the Senior Management Group.

Academic Leadership

- Each academic unit of the University shall be administered by a Dean who shall be responsible to the President through the Provost and Vice President for Academic Affairs. The Dean administers the academic work of the unit in accordance with the Statutes. Departmental Chairpersons are the academic leaders of their department and act as departmental liaisons to the administration. Each school/college has a Faculty Council which exercises legislative authority and responsibility for formulating and maintaining the educational policies of their unit.

University Governance

- The University Senate has legislative authority over University-wide educational policy. The primary responsibility of the Senate is the formulation of education policy of the University relating to curricular matters affecting more than one school; the admission, retention and graduation of students, student activities and student discipline.
- The University Core Curriculum Council has legislative authority over the University-wide Core Curriculum.
- Graduate Council has legislative authority over all matters of educational policy affecting graduate study. This Council is responsible for the formulation of policy retaining to graduate curricular matters and regulations pertaining to the admission, retention and graduation of students in graduate programs.
- University Personnel Committee has the primary responsibility of final review of individual credentials supporting recommendations for faculty reappointments, promotions and the conferral of tenure; reviews general University fiscal ability to implement such recommendations; and receives and forwards through the President to the Board of Trustees all University Senate recommendations concerning University-wide personnel and budget policies.
- The authority for academic and faculty matters of the School of Law is delegated to their Eligible Faculty with appropriate involvement of Administration by the Board of Trustees.

Student Governance

- Student Government, Inc. – Queens (SGI-Q) and Student Government, Inc- Staten Island location (SGI-SI) strives to accommodate student needs. Each supports the various student organizations on the respected campuses. SGI is the official representative of the undergraduate student body and acts as a liaison between students and the administration.

Campus Structure

Before New York City was consolidated, St. John's was founded as a one-room schoolhouse in Brooklyn, NY. It has grown to be a local, national, and global institution of higher education with a strong alumni network that consists of more than 195,000+ members.

Headquartered in “The World’s Borough” of Queens County, St. John’s has residential locations in Queens, NY, and Rome, Italy. The University also has locations in the boroughs of Staten Island and Manhattan, as well as academic locations in Paris, France, and Limerick, Ireland.

St. John’s is one of the nation’s most diverse institutions of higher education, enriched by a tapestry of cultures that complement the University’s academic programs. Its New York City roots also give deep connections to the companies and opportunities found in one of the world’s most globally connected cities.

The University also offers a ‘Discover the World: Europe’ program, which enables students to live and learn in three international cities for a semester, immersing them in the cultural, artistic, and economic vibrancy of each and providing perspectives certain to serve them well later in life. Students can also experience life and learning in other locations throughout Europe, Asia, and the Caribbean through our Office of International Education.

Students from 45 states, the District of Columbia, Puerto Rico, US Virgin Islands, and 118 countries pursue more than 100 undergraduate and graduate degrees, including 16 doctoral programs. Nicknamed the Red Storm, St. John’s 17 BIG EAST, Division I men’s and women’s athletics squads are considered New York’s hometown teams.

A charter member of the BIG EAST Conference—one of the nation’s most competitive conferences—the St. John’s Red Storm has won 10 league championships since the BIG EAST realigned in 2013–2014. Located in the entertainment and media capital of the world, “New York’s Team” is proud to have its men’s basketball squad play several home games at “The World’s Most Famous Arena”—Madison Square Garden.

Queens Campus

Blending suburban tranquility with urban excitement, the University’s 102-acre campus is in a residential area of Queens County—one of five boroughs that make up New York City. The Queens campus features broad lawns, handsome stone buildings and ultramodern student residence halls. Facilities include state-of-the-art laboratories and classrooms; the main collections of our over 1 million-volume Library; and state-of-the-art athletic facilities for students and our BIG EAST, Division I athletic teams.

Staten Island Location

The 16.5-acre site features rolling lawns and architectural styles that range from red-brick colonial to the strikingly modern. The location is in the residential Grymes Hill section of Staten Island. The Staten Island location will be phased out over a two year “teach-out” period and is scheduled to cease operations after the 2023-2024 academic year.

Manhattan Location

The University’s Manhattan location is situated in the East Village, one of New York City’s most vibrant centers of the arts, education, and technological innovation. St. John’s University’s Manhattan site is easily accessible by public and private transportation from anywhere in the region.

Global Sites

A globally-minded ethos of servant leadership forms the backbone of our Vincentian “institutional DNA,” and guides the way we envision, support, and nurture education and collaboration. Students engage with the global community in our Rome, Paris, and Limerick sites.

Rome, Italy

This site is centrally located in Rome’s Prati district, close to the Vatican and other historic sites. Students enjoy modern facilities within a historic setting — including advanced classrooms with old-world architectural details; a computer lab with 11 workstations; a wireless broadband network; single, double, and triple student residences; and a landscaped courtyard.

Paris, France

The Paris site is in the popular St. Germain neighborhood in the 6th Arrondissement and is easily reached by bus or metro. Students stay in the renovated, comfortable environment of the St. John’s Paris location. The location is situated in a six-story structure containing approximately 20,000 square feet of space offering a mixture of residences, classrooms, office and support space. Students have access to the artistic, cultural and educational resources available only in Paris.

Limerick, Ireland

Students reside a short 15-minute walk from campus in the Pery’s Hotel, located in the historic Georgian neighborhood of Limerick City. Students are immersed in the local culture with access to a full university campus with sculpture trails, state-of-the-art auditoriums and an active international and local student population.

Staten Island Location Phase-Out

In Fall 2000, a total of 2,309 undergraduate and graduate students were enrolled at the Staten Island location, which can serve 3,000 students; 20 years later, in Fall 2021, enrolled undergraduate and graduate students totaled 861, a decline of 63 percent. The projected decline in the college-age population on Staten Island mirrors the larger pattern of the Northeast region.

After careful study and deliberation, the University decided to begin the process of phasing out academic operations at our Staten Island location due to continuing significant enrollment challenges. The decision to take this step followed an extensive examination of historic and continuing population trends. The Staten Island location has experienced steady decreases in enrollment for decades that were the result of many factors that the COVID-19 pandemic exacerbated. This location is scheduled to cease operations after the 2023-2024 academic year, after a two year “teach-out” period.

During this transition period, the personnel at Staten Island and the larger University community are actively working to meet the needs of students and employees impacted by the “teach-out” process. An Academic Task Force is proactively engaging and responding to student and staff concerns while planning for the future. The goal is for students to persist and complete their courses of study. Juniors, Seniors and Graduate students should complete and graduate from the Staten Island location by the end of the “teach-out” period. First-year students and Sophomores are welcome to transfer to the Queens campus. We are actively providing support to ensure that students have a cohesive transition to Queens.

This transition plan factors in the timeline, communication strategies, and policy decisions required for students to stay informed and choose to persist at St. John’s through all four years. To that end, several informational, social, and engagement events are scheduled to assist Staten Island location students to transition seamlessly to the Queens Campus. For further information on the Staten Island teach-out, please see the following link: <https://www.stjohns.edu/staten-island-campus/staten-island-teach-out>

Programs of Study

The University offers over 100 undergraduate and graduate programs, including certificates, associates, baccalaureates, masters, advanced certificates, doctoral, and professional degrees through six schools and colleges: St. John’s College of Liberal Arts and Sciences and five professional schools, specifically: The School of Education; the Peter J. Tobin College of Business; the College of Pharmacy and Health Sciences; the School of Law; and the Lesley H. & William L. Collins College of Professional Studies.

Mission-related Programs

Students and faculty have the opportunity to participate in numerous mission-related educational experiences.

The Vincentian Institute for Social Action (VISA) is an academic unit where students can explore issues of poverty and social injustice. It is supported and promoted through three interrelated units- Academic Service-Learning, The Ozanam Scholars Program and Vincentian Service. Academic Service Learning is a classroom/experiential, site-based program that involves students in some form of community service that benefits the common (public) good. In Spring 2022, nearly 100 faculty and 2,000 students participated in ASL with close to 40,000 service hours to the community.

The Ozanam Scholars Program is a four-year program that provides students with the opportunity to elevate their contribution to society through solutions-based research. Approximately 24 incoming students are selected each year to participate. For over a decade, Ozanam Scholars in their third year have participated in a Vincentian Research Experience in Ecuador. Additionally, each day during the week, students and employees are afforded the opportunity to engage in a variety of Vincentian service opportunities through collaboration with Vincentian community organizations. Each opportunity also

includes social and theological reflections, allowing the participants to grow personally as well as spiritually. These experiences are also offered on a national and international level for week-long immersion service trips, where students work, learn, pray and reflect with the worldwide Vincentian family.

The Catholic Scholar Program is a four-year program that translates faith into action. Approximately 25-30 incoming students are selected each year to participate. Catholic Scholars in their sophomore year participate in an optional pre-session Study Abroad cohort in Rome focusing on Vincentian and Catholic leadership.

Enrollment and Demographics

Total student enrollment modestly increased between Fall 2021 and Fall 2022. There was a 7% increase in first-time, first-year students from Fall 2021 (2,715) to Fall 2022 (2,905). Demographic distribution has remained constant.

Undergraduate and Graduate Enrollment by Campus		
	<u>Fall 2021</u>	<u>Fall 2022</u>
<u>Queens:</u>		
Undergraduate	13,044	13,260
Graduate	3,989	3,836
Total	17,033	17,096
<u>Staten Island:</u>		
Undergraduate	2,158	2,191
Graduate	60	72
Total	2,218	2,263
<u>Manhattan:</u>		
Undergraduate	250	201
Graduate	149	101
Total	399	302
<u>Rome:</u>		
Graduate	8	2
Total	8	2
<u>Total Enrollment:</u>		
Undergraduate Total	15,452	15,652
Graduate Total	4,206	4,011
Grand Total	19,658	19,663

Total Undergraduate and Graduate Students		
	<u>Fall 2021</u>	<u>Fall 2022</u>
Non-Resident	3%	3%
Black/African American	11%	10%
American Indian or Alaska Native	0%	0.1%
Asian	14%	14%
Hispanic	18%	19%
White	47%	46%
Unknown	3%	3%
Native Hawaiian or Other Pacific Islander	0%	0.1%
Two or More Races	4%	4%

Total Undergraduate and Graduate Students		
	<u>Fall 2021</u>	<u>Fall 2022</u>
Male	42%	43%
Female	58%	57%

Total Undergraduate and Graduate Students		
	<u>Fall 2021</u>	<u>Fall 2022</u>
Roman Catholic	44%	42%
Jewish	3%	3%
Protestant	15%	16%
Other	14%	14%
None	9%	9%
Unknown	15%	16%

Notes:

Distance learning students are included in Queens figures

Figures include Students in the dual enrollment programs with High Schools (College Advantage Program)

Graduation and Retention

The following tables display overall one-year retention and graduation rates for students who started as first-time, first-year, full-time baccalaureate/PharmD degree-seeking students.

Retention Rates			
Fall Cohort	1 Year	2 Years	3 Years
2017	83.9%	75.5%	71.1%
2018	81.8%	73.5%	67.5%
2019	83.1%	74.9%	68.1%
2020	81.9%	73.1%	
2021	81.6%		

Graduation Rates			
Fall Cohort	4 Years	5 Years	6 Years
2012	41.5%	51.1%	60.8%
2013	43.0%	52.8%	62.8%
2014	46.9%	54.5%	64.4%
2015	51.7%	60.2%	68.3%
2016	55.4%	63.4%	69.1%
2017	55.3%	61.9%	
2018	51.9%		

Six-Year Graduation Rates by Race and Ethnicity (%)									
Fall Cohort	Non-Resident	Black or African American	American Indian or Alaska Native	Asian	Hispanic	White	Unknown	Native Hawaiian or Other Pacific Islander	Two or More Races
2012	58.3%	50.8%	40.0%	65.7%	55.4%	67.4%	60.0%	50.0%	52.7%
2013	66.4%	53.4%	87.5%	67.1%	59.1%	67.4%	59.6%	76.9%	59.2%
2014	51.9%	55.6%	27.3%	69.8%	58.3%	71.8%	60.0%	84.6%	58.7%
2015	63.0%	57.5%	50.0%	72.9%	71.0%	75.8%	63.2%	84.6%	60.4%
2016	61.8%	59.7%	70.8%	66.6%	67.9%	75.5%	63.2%	75.0%	70.1%

Fall Cohort	Male	Female
2012	57.5%	64.0%
2013	58.0%	66.8%
2014	60.9%	67.3%
2015	64.0%	71.3%
2016	64.5%	72.6%

Strategic Plan

St. John's University has established an ambitious and dynamic Strategic Plan to continue to move the University forward. The current five-year Strategic Plan (2022–2027) serves as a roadmap for the institution and consists of five foundational themes, or “pillars,” that are essential to the continued success and growth of the University:

- Pillar 1: Student Success - Reimagining the Student Experience to Deepen Connection, Engagement, and Belonging
- Pillar 2: Academic Distinction - Excellence in Teaching, Learning, and Research
- Pillar 3: Mission, Equity, and Inclusion - Building a Community of Belonging

- Pillar 4: Institutional Resources - Growing and Optimizing Institutional Assets
- Pillar 5: The St. John's Identity - Elevating our National and Global Stature

These pillars were developed by the Strategic Planning Committee, and more than 70 members of the student body, faculty, administration, and staff who served on subcommittees directly related to each.

A comprehensive timeline has been established to organize and guide Strategic Planning elements and activities (see Appendix 2, St. John's University Strategic Plan Timeline). A Strategic Plan Implementation Committee works across the University to monitor and report on progress being made toward instituting our plan. The University's Senior Management Group, the President's Advisory Council, and the Strategic Plan Implementation Committee hold strategic planning summits to ensure all stakeholders are involved and benchmarks are achieved.

SELF-STUDY PROCESS

Crosswalks

Strategic Plan (Pillars) Mapped to Standards

	Pillar 1: Student Success: Reimagining the Student Experience to Deepen Connection, Engagement, and Belonging	Pillar 2: Academic Distinction—Excellence in Teaching, Learning, and Research	Pillar 3: Mission, Equity, and Inclusion: Building a Community of Belonging	Pillar 4: Institutional Resources: Growing and Optimizing Institutional Assets	Pillar 5: The St. John's Identity: Elevating our National and Global Stature
Standard I - Mission and Goals	X		X		X
Standard II - Ethics and Integrity			X		
Standard III - Design and Delivery of the Student Learning Experience		X			
Standard IV - Support of the Student Experience	X		X		
Standard V - Educational Effectiveness Assessment		X			
Standard VI - Planning, Resources, and Institutional Improvement				X	X
Standard VII - Governance, Leadership, and Administration				X	

Standards Mapped to Requirements of Affiliation*

*MSCHE Requirements of Affiliation: <https://www.msche.org/standards/#requirements>

	1	2	3†	4+	5	6	7	8	9	10	11	12	13	14	15
Standard I - Mission and Goals	X	X					X			X					
Standard II - Ethics and Integrity															
Standard III - Design and Delivery of the Student Learning Experience								X	X	X					X
Standard IV - Support of the Student Experience								X	X	X					
Standard V - Educational Effectiveness Assessment								X	X	X					
Standard VI - Planning, Resources, and Institutional Improvement								X		X	X				
Standard VII - Governance, Leadership, and Administration	X	X			X	X						X	X	X	

†Requirements of Affiliation 3 is not applicable

+Requirement of Affiliation 4 is supported by compliance requirements

Self-Study Outcomes

St. John's University aims to write an honest and open self-study, providing all stakeholders a voice in this important initiative. The University will:

- Demonstrate how St. John's University meets Middle States standards, Requirements of Affiliation and Compliance requirements

- Advance the continuous quality improvement cycle, highlighting and integrating institutional priorities
- Include the entire University community in the self-study process, creating an open, transparent, and systematic approach to a comprehensive evaluation

Approach

After attending the MSCHE Self-Study Institute and the 2022 MSCHE Annual Conference, Steering Committee chairs assigned Working Groups to individual standards. Committee members were nominated based on guidance from the Pre-Steering Committee with input from numerous representative bodies from across the University (see Appendix 3, Self-Study Timeline). Students and community members will be appointed in Summer of 2023, using a similar process.

While compliance is covered by its own working group, there will also be compliance aspects threaded throughout the full report. Utilizing the crosswalks found in this report, Working Groups will ensure that institutional strategic pillars are covered throughout standard-based sections, while focusing on self-evaluation of the institution and how well the standards are being met.

Committee/Workgroups Charges and Responsibilities

Steering Committee

Co-chairs

- Olga Hilas, Pharm.D., M.P.H., Professor/Industry Professional, College of Pharmacy and Health Sciences
- James D. Wolfinger, Ph.D., Dean, The School of Education

Members

- Fedaling Agwumezie, Assistant Director of Outcomes Assessment and Community Partnership, Vincentian Institute for Social Action
- Heather F. Ball, M.L.S., Assistant Professor/Librarian, University Libraries
- Jankie Beharry, CPA, Controller and Assistant Treasurer, Office of Business Affairs
- Raj Chetty, Ph.D., Associate Professor, St. John's College of Liberal Arts and Sciences
- Jennifer Chiu, M.B.A., Ed.D., Associate Professor and Executive Director of Assessment, College of Pharmacy and Health Sciences
- Phyllis Conn, Ph.D., Associate Professor, St. John's College of Liberal Arts and Sciences
- Keith Cozine, Ph.D., Associate Professor, The Lesley H. and William L. Collins College of Professional Studies
- Rev. Kevin G. Creagh, C.M., Ed.D., Board of Trustees
- James A. Croft, Esq., Associate Professor, The Lesley H. and William L. Collins College of Professional Studies
- Marc E. Gillespie, Ph.D., Vice Provost for Graduate Education, Clinical Operations and Research, and Assessment, Office of the Provost
- Christine Marie Goodwin, Ed.D., Executive Director of Institutional Research, Office of Institutional Research
- Joshua Hurwit, J.D., Deputy General Counsel, Office of the General Counsel
- Sarah Jean Kelly, J.D., Vice President for Student Success and Retention Strategy
- Jackie Lochrie, Dean of Students, Division of Student Affairs
- Anthony C. Marziliano, Director of Academic Assessment, Office of the Provost

- Basilio G. Monteiro, Ph.D., Associate Professor, The Lesley H. and William L. Collins College of Professional Studies
- Karen E. Pennacchio, M.B.A., Data Administrator, Assessment, Office of the Provost
- Rachel Pereira, Ed.D., J.D., Vice President for Equity and Inclusion, Office of the President
- William D. Reisel, Ph.D., Professor, The Peter J. Tobin College of Business
- Linda Shannon, J.D., Vice Provost and Chief of Staff, Office of the Provost

Working Group 1 – Mission and Goals

Co-chairs

- Basilio G. Monteiro, Ph.D., Associate Professor, The Lesley H. and William L. Collins College of Professional Studies
- Rachel Pereira, Ed.D., J.D., Vice President for Equity and Inclusion, Office of the President

Members

- Craig Baron, Ph.D., Associate Professor, The Lesley H. and William L. Collins College of Professional Studies
- Manouchkate Cassagnol, Pharm.D., BCPS, BCCP, AACC, FAHA, Executive Director of Academic Center for Equity and Inclusion and Clinical Professor, College of Pharmacy and Health Sciences
- Teresa Delgado, Ph.D., Dean, St. John's College of Liberal Arts and Sciences
- Suzanne Miller, Ph.D., Associate Professor, St. John's College of Liberal Arts and Sciences
- Lucy Pesce, Executive Director for Mission, Office of University Mission
- Heather Robertson, Ph.D., Associate Professor, The School of Education
- April J. Rogers, M.D., M.B.A., M.P.H., Assistant Professor, The Lesley H. and William L. Collins College of Professional Studies
- Linda Romano, Assistant Vice President of Marketing and Brand, Office of Marketing and Communications
- Rev. Aidan R. Rooney, C.M., M.Div., M.Th. '78NDC, Executive Vice President for Mission, Office of University Mission
- Sharod L. Tomlinson, Ed.D., Associate Dean for Student Success and Engagement, Office of Student Life

Specific Charges

- Compile evidence and analysis related to how the institution complies with Standard I
- Demonstrate advancement of Pillars 1, 3, and 5 as related to Standard I
- Demonstrate compliance with Requirement of Affiliation 1, 2, 7, and 10.
- Determine the level of awareness of the University mission and goals among stakeholders.

Research Questions

- How are the University's mission and goals implemented and assessed?
- How does the mission of the institution further its strategic goals?
- How are the mission and strategic plan communicated and publicized to external and internal constituencies?
- How is the University's mission linked to the strategic plan and what processes were used in developing the strategic plan?

- How do the University's mission and goals focus specifically on student learning and related outcomes?
- What policies, procedures and/or institutional structures exist to ensure that the University's goals are relevant, achievable, and consistent with the Catholic, Vincentian, Metropolitan and Global mission of the University?

Working Group 2 – Ethics and Integrity

Co-chairs

- Fedaling Agwumezie, Assistant Director of Outcomes Assessment and Community Partnership, Vincentian Institute for Social Action
- Raj Chetty, Ph.D., Associate Professor, St. John's College of Liberal Arts and Sciences

Members

- Ian M. August, Assistant Director for Digital Learning, Office of Online Learning and Services
- Joan P. Ball, Ph.D., Associate Professor, The Peter J. Tobin College of Business
- Liz Chase, Ed.D., Associate Professor, The School of Education
- Patricia Dorrian, Associate Director for Compensation and Analytics, Office of Human Resources
- Robert Fanuzzi, Ph.D., Associate Professor, St. John's College of Liberal Arts and Sciences
- Candice D. Roberts, Ph.D., Associate Professor, The Lesley H. and William L. Collins College of Professional Studies
- Hira Shafeeq, Pharm.D., BCPS, Associate Professor/Industry Professional, College of Pharmacy and Health Sciences
- Srividhya Swaminathan, Ph.D., Associate Dean of Undergraduate Studies, St. John's College of Liberal Arts and Sciences
- Lucy Traverso, Executive Assistant and Budget Coordinator, Office of Marketing and Communications
- Rosa Yen, Director, Office of Multicultural Affairs

Specific Charges

- Compile evidence and analysis related to how the institution complies with Standard II
- Demonstrate advancement of Pillar 3 as related to Standard II
- Demonstrate how University mission, identity and policies are operationalized and assessed to ensure the highest degree of integrity and ethical practices related to Standard II.
- Evaluate changes to and development of University policies related to the maintenance of ethical practices and institutional integrity and its effects over the years.

Research Questions

- What evidence demonstrates the University's commitment “to academic excellence and the pursuit of wisdom, which flows from free inquiry, religious values, and human experience,” in particular a commitment to academic and intellectual freedom, freedom of expression, and respect for intellectual property?
- What evidence exists that the University does demonstrate its stated dedication to diversity, equity, and inclusion, and its commitment to becoming an antiracist institution?

- How does the University maintain the highest ethical standards across the institution, including avoidance of any conflict of interest? In what ways has the University created fair and impartial pathways for communicating and addressing complaints or grievances raised by students, faculty, and administrative staff and the external communities, and how effective are these efforts?
- How does the University demonstrate institutional integrity and ethical practices in maintaining its commitments to and supporting the needs of external community partners?

Working Group 3 – Design and Delivery of the Student Learning Experience

Co-chairs

- Phyllis Conn, Ph.D., Associate Professor, St. John's College of Liberal Arts and Sciences
- Sarah Jean Kelly, J.D., Vice President for Student Success and Retention Strategy

Members

- Sandra Dobbins, Department Chair Secretary, St. John's College of Liberal Arts and Sciences
- Joseph V. Etzel, Pharm.D., Associate Clinical Professor and Associate Dean of Student Affairs, College of Pharmacy and Health Sciences
- Amy Gansell, Ph.D., Associate Professor, St. John's College of Liberal Arts and Sciences
- Kevin T. James, M.B.A., Director of Finance and Business Operations, Office of Student Success and Retention
- Joni O'Hagan, Executive Director, Center for Student Success, Office of Student Success and Retention
- Tuija M. Parikka, Ph.D., Associate Professor, The Lesley H. and William L. Collins College of Professional Studies
- Cecelia Parnther, Ph.D., Assistant Professor, The School of Education
- Michael A. Perino, J.D., Dean George W. Matheson Professor of Law and Vice Dean for Academic Affairs, School of Law
- Sheila Russell, Director of Fast-Track Program Advisement and Senior Assistant Dean, The Peter J. Tobin College of Business
- Bernadette A. Zacharuk, Coordinator of Undergraduate Programs, The School of Education

Specific Charges

- Compile relevant evidence and analyze how the University complies with Standard III and related criteria
- Compile relevant evidence and analyze how the University is progressing on the goals, action items, and metrics of Pillar 2 of the Strategic Plan
- Demonstrate compliance with MSCHE Requirements of Affiliation 8, 9, 10, and 15
- Coordinate with Standard IV Support of the Student Experience Working Group to analyze program effectiveness in the delivery of student learning opportunities

Research Questions

- How does the University's curricula contribute to student learning?
- How does the University's curricula align with the University's mission and strategic priorities?
- How has the University fostered the growth and development of new and existing academic programs to enhance student learning experiences and prepare students for achievement after graduation?

- What evidence demonstrates that diversity, equity, and inclusion are integrated coherently into the learning experiences offered by St. John's?
- How do University resources support the delivery of the learning experience and students' academic progress?
- How do University resources support professional development related to growth and innovation in teaching?

Working Group 4 – Support of the Student Experience

Co-chairs

- Jackie Lochrie, Dean of Students, Division of Student Affairs
- William D. Reisel, Ph.D., Professor, The Peter J. Tobin College of Business

Members

- Syed Ahmad Chan Bukhari, Ph.D., Assistant Professor, The Lesley H. and William L. Collins College of Professional Studies
- Gina M. Calabrese, J.D., Professor of Clinical Legal Education, School of Law
- Robert Fanuzzi, Ph.D., Associate Professor, St. John's College of Liberal Arts and Sciences
- Paulette Gonzalez-Sierchio, M.P.S., M.B.A., Assistant Vice President, University Career Services
- Lucy Heckman, M.L.S., M.B.A., Associate Professor/Librarian, University Libraries
- Tina J. Kanmaz, Pharm.D., Clinical Professor, College of Pharmacy and Health Sciences
- André McKenzie, Ed.D., Vice Provost for Academic Support Services and Faculty Development, Academic Support Services, Office of the Provost
- Eric Rienecker, Associate Athletic Director for Student Services, Athletics
- Victoria Santangelo, Associate Vice President for University Ministry, Campus Ministry
- Samantha R. Wright, Assistant Provost for Enrollment Management, Enrollment Management

Specific Charges

- Compile evidence and analysis related to how the institution complies with Standard IV
- Demonstrate advancement of Pillars 1 and 3 as related to Standard 4
- Demonstrate compliance with MSCHE Requirement of Affiliation 8, 9, and 10
- Coordinate with Standard III Design and Delivery of the Student Learning Experience Working Group to analyze effectiveness in supporting the student experience

Research Questions

- What support resources are available to students at St. John's University?
- What processes are in place to ensure the provision of adequate support services for students during their academic journeys?
- What mechanisms exist to communicate the range of services and support resources available at the University to prospective and current students?
- How does the University assess and apply transfer credits for incoming students?
- How are certificate/degree completion and post-graduate success measured?

Working Group 5 – Educational Effectiveness Assessment

Co-chairs

- James A. Croft, Esq., Associate Professor, The Lesley H. and William L. Collins College of Professional Studies
- Marc E. Gillespie, Ph.D., Professor and Vice Provost, Graduate Education, Clinical Operations and Research, and Assessment, Office of the Provost

Members

- Ebtesam Ahmed, Pharm.D., Clinical Professor, College of Pharmacy and Health Sciences
- Katherine C. Aquino, Ph.D., Assistant Professor, The School of Education
- Rosa Castello, J.D., Professor of Legal Writing, School of Law
- Cynthia D. Chambers, M.L.S., Associate Professor/Librarian, University Libraries
- Dionne Dorsey, Director of Donor Relations, Office of Institutional Advancement
- Brittany Dotson-Lazar, Ed.D., Director of Assessment and Accreditation, The School of Education
- Max Hergenrother, M.F.A., Director of Technology Operations, The Lesley H. and William L. Collins College of Professional Studies
- Alison G. Hyslop, Ph.D., Associate Dean, Graduate Division, and Professor, St. John's College of Liberal Arts and Sciences
- Anthony C. Marziliano, Director of Academic Assessment, Office of the Provost
- Joseph M. Serafin, Ph.D., Associate Professor and Chair, Department of Chemistry, St. John's College of Liberal Arts and Sciences
- Victoria L. Shoaf, Ph.D., Professor, The Peter J. Tobin College of Business

Specific Charges

- Compile evidence and analysis related to how the institution complies with Standard V.
- Demonstrate advancement of Pillar 2 as related to Standard V.
- Demonstrate compliance with MSCHE Requirement of Affiliation 8, 9, and 10 as related to Standard V.
- Demonstrate an improved “culture of assessment” by the academic departments relative to the culture of assessment commented on in the 2016 Report of the Middle States Evaluation Team.
- Address the Recommendation made in the 2016 Report of the Middle States Evaluation Team that the University “continue to strengthen a more centralized assessment operation to monitor the existence and completeness of assessment results.”

Research Questions

- At the institutional level, how are student learning and achievement assessed, and how are the results of those assessments reported and used?
- At the degree/program level, how are student learning and achievement assessed, and how are the results of those assessments reported and used?
- At the college and institutional levels, what groups facilitate, coordinate and/or review assessment of student learning and achievement, and in what ways do those groups do so?

Working Group 6 – Planning, Resources, and Institutional Improvement

Co-chairs

- Jankie Beharry, CPA, Controller and Assistant Treasurer, Office of Business Affairs

- Jennifer Chiu, Ed.D., Associate Professor/Industry Professional and Executive Director of Assessment, College of Pharmacy and Health Sciences

Members

- Victoria Balkon, M.B.A., Associate Provost for Academic Planning and Resource Management, Office of the Provost
- Mark J. Browne, Ph.D., Professor, The Peter J. Tobin College of Business, and Faculty Chair, Maurice R. Greenberg School of Risk Management, Insurance and Actuarial Science
- Xiaojun (June) Chen, Ph.D., Associate Professor, The School of Education
- John A. Diffley, Ed.D., Deputy Athletic Director, Department of Athletics
- Vijaya L. Korlipara, Ph.D., Professor, College of Pharmacy and Health Sciences
- Michael McLeod, CPA, M.B.A., Associate Vice President for Budget and Planning, Business Affairs
- Cynthia R. Phillips, Ed.D., Associate Professor of Accounting and Taxation, The Peter J. Tobin College of Business
- Biagio Pilato, J.D., LL.M., Associate Professor of the Practice, The Peter J. Tobin College of Business
- Scott VanDeusen, Assistant Vice President, Institutional Advancement and Alumni Relations, Office of Advancement
- Anthony Zaccarelli, CPA, CFE, CHFP, Executive Director of Finance, School of Law

Specific Charges

- Compile evidence and analysis related to how the institution complies with Standard VI
- Demonstrate advancement of Pillars 4 and 5 as related to Standard VI
- Demonstrate compliance with MSCHE Requirements of Affiliation 8, 10, and 11
- Collaborate with Working Group 1 to analyze the effectiveness of the University's financial planning and budgeting process in meeting its mission and goals.

Research Questions

- Does the University's strategic plan incorporate continuous assessment and improvement of programs and services?
- What evidence demonstrates how the financial planning and budgeting process aligns with the University's mission and goals, and links to strategic priorities and initiatives?
- How does the University make strategic investments to support its operations and respond to opportunities and challenges?
- How does the University assess and evaluate the effectiveness of planning, decision-making, and resource allocation?
- In what ways does the University's plan to optimize physical and technology infrastructure, while enhancing environmental sustainability, link to the strategic and financial planning processes?
- What strategies are employed by the University to measure and assess the efficient utilization of available resources to support institutional mission and goals, while ensuring financial sustainability?

Working Group 7 – Governance, Leadership, and Administration

Co-chairs

- Keith Cozine, Ph.D., Associate Professor, The Lesley H. and William L. Collins College of Professional Studies
- Joshua Hurwit, J.D., Deputy General Counsel, Office of the General Counsel

Members

- Gail Chiarovano, Associate Dean/Director of Curriculum, The Lesley H. and William L. Collins College of Professional Studies
- Jack Flynn, Assistant Dean of Students/Director of Student Conduct, Office of Student Life
- Niall C. Hegarty, Ed.D., Associate Professor/Associate Dean, The Peter J. Tobin College of Business
- Stephen Kotok, Ph.D., Associate Professor, The School of Education
- Jagannath Muzumdar, Ph.D., Associate Professor, College of Pharmacy and Health Sciences
- Mary Noe, Esq., Professor, The Lesley H. and William L. Collins College of Professional Studies
- Jorge Osorio, Director, Internal Audit
- Anne Pacione, Chief Information Officer, Office of Information Technology
- Zoe Petropoulou, Ph.D., Associate Professor and Senior Director of Global Engagement, St. John's College of Liberal Arts and Sciences
- Keaton Wong, J.D., Associate Vice President for Human Resources, Office of Human Resources

Specific Charges

- Compile evidence and analysis related to how the institution complies with Standard VII
- Demonstrate advancement of Pillar 4 as related to Standard VII
- Demonstrate compliance with MSCHE Requirement of Affiliation 1, 2, 5, 6, 12, 13, and 14
- Evaluate the effectiveness processes for the board, the president, and senior officials.

Research Questions

- How effective are the governance, administrative, and faculty structures in guiding University operations and advancing its mission?
- How has the academic shared governance model delivered an experience that prioritizes the education and well-being of the University's students, and where could it be improved?
- How have the governance, administrative, and faculty structures implemented major initiatives?
- How effective are the procedures in place to review and assess the governance structure, leadership, administrative offices, and faculty departments to ensure support of the University's mission and institutional priorities?

Working Group 8 – Compliance

Chair

- Linda Shannon, J.D., Vice Provost and Chief of Staff, Office of the Provost

Members

- Eileen Flood, J.D., Director of Student Financial Services, Federal and State, Financial Aid
- Christine Goodwin, Ed.D., Executive Director, Office of Institutional Research
- Joanne Llerandi, M.B.A., University Registrar, Enrollment Management
- Cynthia R. Phillips, Ed.D., Associate Professor of Accounting and Taxation, The Peter J. Tobin College of Business

- Douglas Trani, Associate Athletic Director for Compliance, Department of Athletics

Strategy for Verification of Compliance

The group will be led by Linda Shannon, Vice Provost and Chief of Staff to the Provost and the current Chair of the Standing Provost's Academic Compliance Team (ACT). She will be joined by current members of the ACT (*Joanne Llerandi, University Registrar, Eileen Flood, Director of Financial Services, Christine Goodwin, Executive Director of Institutional Research, Cynthia Philips, Faculty member and Director of Online Learning Services*) and others; Douglas Trani, Associate Athletic Director for Compliance. Together they will compile evidence to indicate that the University is compliant with required Federal Standards and will provide bi-monthly updates to the steering committee co-chairs. This group will also meet independently with each working group to ensure that compliance measures required by each group's narrative are adequately covered and consistent without being redundant. This workgroup itself will meet monthly beginning summer 2023 through fall 2024 and will provide a draft of the full Verification of Federal Regulations Compliance Report to the steering committee prior to the end of the fall 2024 semester. The report and supporting evidence will be combined into a single, bookmarked PDF file and uploaded to the Middle States portal in January 2025 along with the self-study.

Working Group 9 – Evidence Inventory

Co-chairs

- Heather F. Ball, M.L.S., Assistant Professor/Librarian, University Libraries
- Christine Goodwin, M.L.S., Ed.D., Executive Director, Office of Institutional Research

Members

- Eric Alvarado, Associate Vice President Digital Strategy, Information Technology
- Dallas Maddox, Chief Data Officer, Office of the Provost
- Kathryn Shaughnessy, M.L.S., Associate Professor/Librarian, University Libraries

Evidence Inventory

The evidence inventory is a repository of all resources and documents that support the Self-Study Report. This will be maintained electronically in Microsoft Teams and managed by Working Group #9, Evidence Inventory. Each Working Group (#1 through #8) will have a designated folder within their Teams Channel for their Evidence Inventory. Working Groups will be asked to provide their initial set of documents of evidence by November 1, 2023, and identify any gaps. The Steering Committee will review and discuss the management of the gaps in the evidence.

Documents will be reviewed throughout the Self-Study process by the Evidence Inventory Working Group to ensure compliance with the standards and requirements of affiliation on a regular schedule. The Evidence Inventory Working Group will also work with the other Working Groups in using the Evidence Inventory Institutional Self-Evaluation Rubric to evaluate the quality of their documents.

File naming conventions will be reviewed and standardized across standards by the Evidence Inventory Working Group in creating the final version used to submit to Middle States.

The Co-Chairs of the Evidence Inventory Working Group will have access to and move relevant materials to Working Group #9 - Evidence Inventory channel to minimize risk of accidental deletion or misplacement as well as to ensure documents are properly inventoried, tagged and cross-referenced to create the final inventory.

This final inventory will contain final versions of all the documents referenced in the Self-Study and uploaded by Standard to the Middle States portal, along with the final Self-Study Report in early 2025.

Final Self-Study Report Outline

The final self-study report will be organized by chapters. The report will begin with an introductory chapter providing an overview of St. John's University and a brief description of the self-study findings. This introductory segment details the organization of the document identifying where supporting material can be found.

The following chapters are organized by standard, with each chapter containing sections:

- Narrative - analytically based inquiry and reflection
- Conclusions - identified strengths and challenges, referencing appropriate criteria
- Recommendations - descriptions of ongoing institutional improvement and innovation
- References - to other relevant materials

The report is to be organized as follows:

1. Table of Contents, Glossary, List of Tables
2. Executive Summary
3. Introduction
4. Standard I: Mission and Goals
5. Standard II: Ethics and Integrity
6. Standard III: Design and Delivery of the Student Learning Experience
7. Standard IV: Support of the Student Learning Experience
8. Standard V: Educational Effectiveness Assessment
9. Standard VI: Planning, Resources, and Institutional Improvement
10. Standard VII: Governance, Leadership, and Administration
11. Requirements of Affiliation
12. Summary of key findings, action plans and progress to address identified items. the cycle of assessment will be highlighted as well as the schedule to revisit waypoints identified.

Timetable

In Spring 2022, a Middle States Self-Study timetable was created as a broad overview to guide us as we moved forward. This timetable is provided in the Appendix 3 (Self-Study Timeline). As each new committee and workgroup are brought on board, the timetable is revisited and more detail is added. The timetable is publicly available to all stakeholders (see Communication Plan section, below).

Communication Plan

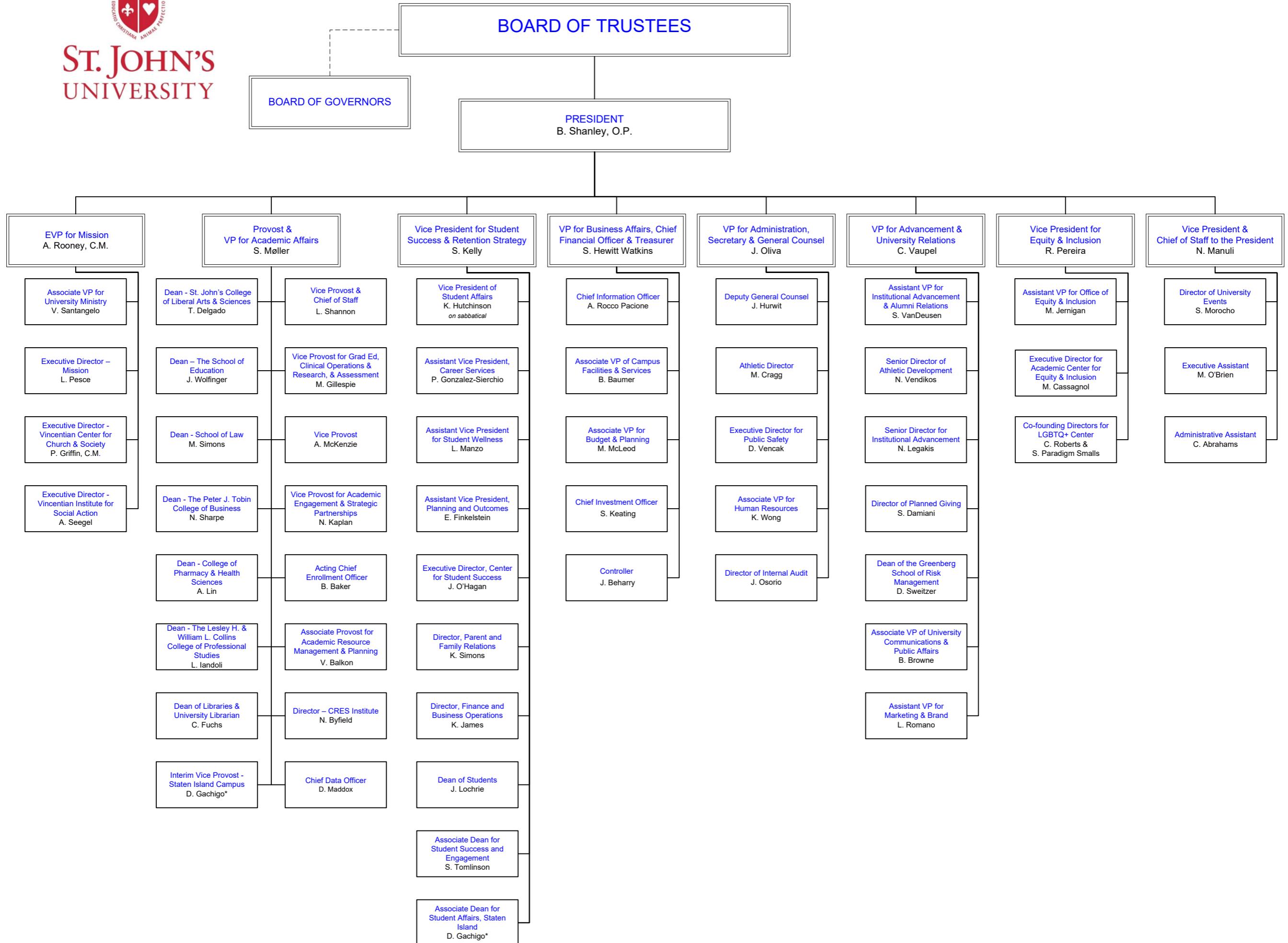
Open and omnipresent communication plays a central part in including and recruiting all stakeholders in the self-study process. For the initial steps in our process, we utilized open University announcements and committees composed of representatives from across the institutional community. We have moved our communication hub to the web to ensure that there is a central repository for general information, updates, interaction (surveys, questions, requests for involvement), and documentation. As no one mechanism

covers all stakeholders, the web presence is part of a larger communications ecosystem including: social media, email, committee, councils, events (small discussions, focus groups, and town-hall meetings). A copy of the web presence pages are available in Appendix 4 (Web Pages).

Appendices

Appendix 1. Organizational Chart

Organizational Chart



as of March 28, 2023

Appendix 2. St. John's University Strategic Plan Timeline

2021

April

- President Shanley announces formation of Strategic Planning Committee

May - July

- Foundational themes determined, committees formed, chairs named.

September

- Strategic Planning Committee meeting
- Meeting with President's Advisory Council (PAC)
- Meeting with Academic Deans

October

- Meeting with Board of Trustees
- Meeting with President's Advisory Council
- Meeting with Board of Governors

November

- Strategic Planning Committee Meeting
- Meeting with President's Advisory Council
- Presentation at Board of Trustees Retreat

December

- Meeting with President's Advisory Council

2022

January

- Pillar Co-Chairs meeting with Fr. Shanley
- Campus “Community Feedback” surveys and focus groups on foundational pillars and goals

February

- Strategic Planning Committee Meeting
- Feedback received

April

- Plan delivered to Fr. Shanley

May

- Plan presented to the Board of Trustees

August–November

- The Senior Management Group reviews and refines the pillars, goals, and action items associated with the Strategic Plan

September

- The Strategic Plan Implementation Committee is formed and holds its first meeting; meetings are also held in October and November

Fall semester

- The Co-Chairs of the Strategic Plan Implementation Committee meet monthly with the President's Advisory Council to discuss and further refine the Strategic Plan

October

- The Board of Trustees and the Board of Governors receive updates on the Strategic Plan at their October meetings

December

- Board of Trustees adopts resolution to approve the Strategic Plan

2023

Spring semester

- The Senior Management Group, in partnership with the Strategic Plan Implementation Committee, will complete benchmarking, finalize metrics, and determine targets for the Strategic Plan

Summer

- The Senior Management Group, the President's Advisory Council, and the Strategic Plan Implementation Committee will hold a strategic planning summit

Appendix 3. Self-Study Timeline

Next Self-Study Evaluation: 2024-2025

Spring 2022

- Formation of Pre-Steering Committee
- Recommendation of Self-Study Working Group composition and Self-Study approach
- Acceptance and approval of Self-Study Steering Committee recommendations

Fall 2022

- Invitation to Self-Study Institute
- Complete Steering and Working Group membership selection so preliminary meetings can be held in Spring 2023.
- Steering Committee determine Institutional Priorities and Self-Study Approach
- Finalize Timeline

Spring 2023

- President's Advisory Committee and the Provost Council approve institutional priorities and preferred Self-Study approach
- Remote meeting with MSCHE to discuss premise for self-study review
- Working Groups established
- Steering Committee meets and prepared charges for Working Groups
- Draft Self-Study design finalized, including charges/questions for Working Groups
- Submit draft of Self-Study Process to MSCHE
- Unveil University Website dedicated to reaccreditation and communicate process; possibly Town Hall meeting
- Visit by member of MSCHE and approval of self-study design

Fall 2023

- Working Groups conduct their research, involve the University community, and provide progress reports to Steering Committee
- Steering Committee and Working Groups continue to meet
- Continuous communication of progress to University Community via internal communication and website

Spring 2024

- Working Groups finalize reports
- Team chair selected by MSCHE, St. John's approve selection, dates set for team visit and for preliminary visit by Chair
- Steering Committee reviews drafts
- Draft reports posted to website
- Town Hall meetings/discussion boards on all campuses to discuss document

Summer 2024

- Draft of Self-Study prepared
- Continued campus review

Fall 2024

- Public comments on self-study
- Draft posted on University Website
- Town meetings/discussions on all campuses
- Draft of Self-Study sent to Team Chair
- Preliminary visit of Chair
- Self-Study Report finalized based on Team Chair feedback and shared with university community
- Final review of Self-Study document

Spring 2025

- Final version of Self-Study document, verification of Compliance/Evidence Inventory upload to MSCHE portal
- Final preparation for Visit
- Team Visit
- Team Report and Institutional Response

Appendix 4, Web Pages

St. John's University, Middle States Accreditation website:

<https://www.stjohns.edu/middle-states-accreditation>