

NEW JERSEY CITY UNIVERSITY



2019-2020 Self-Study

Presented to the
Middle States Commission on Higher Education

For the Evaluation Team Visit
March 29, 2020 – April 1, 2020

TABLE OF CONTENTS

PREFACE	1
Institutional Overview	1
Students	1
Organizational Structure	2
Faculty and Staff	4
Recent Developments and Initiatives	4
Strategic Plan	4
Enrollment and Budget	5
Real Estate and Facilities	5
Globalization	6
Athletics	6
The A. Harry Moore Laboratory School	6
Self-Study Preparations	7
MSCHE 2020 Team	7
Institutional Priorities	9
Self-Study Outcomes and Summary of Findings	9
Compliance (Outcome 1)	10
Community Engagement (Outcome 2)	10
Continuous Improvement (Outcomes 3 and 4)	10
Tips for Reading This Self-Study Draft Document	11
CHAPTER 1. STANDARD I: MISSION AND GOALS	12
Introduction	12
Mission (SI.C1, ROA #7)	12
Diversity and Access	12
Student Success	13
Community	13
Embrace of Mission	14
Goals (SI.C1, SI.C2, SI.C3, ROA #7, ROA #10)	15
Development of the Strategic Plan and the University's Goals	15
Accomplishments under the Strategic Plan	16
Using and Evaluating the Goals	18
Periodic Assessment (SI.C4)	18
Relationship of Standard I to Self-Study Priorities	19
Conclusions and Next Steps	20
Items in Evidence Inventory	20

CHAPTER 2. STANDARD II: ETHICS AND INTEGRITY	22
Introduction	22
Freedoms, Rights, and Responsibilities (SII.C1)	22
Academic Freedom	22
Freedom of Speech	23
Intellectual Property Rights	23
Climate Respecting Diversity (SII.C2)	24
Student and Employee Diversity	24
Respect for Diversity	24
Assessment of Respect for Diversity	25
Grievance Policies and Practices (SII.C3)	25
Student Academic Grievances	26
Student Code of Conduct Violations	26
Employee Grievances and Accusations of Discrimination in the Workplace	27
Discrimination Based on Sex	27
Conflicts of Interest (SII.C4)	27
Employment Policies and Practices (SII.C5)	27
Faculty	28
AFT Professional and Civil Service Staff	28
Managerial Staff	29
Truthfulness in Communication (SII.C6)	29
Affordability and Accessibility of Education (SII.C7)	29
Federal, State, and Commission Compliance (SII.C8)	30
Periodic Assessment (SII.C9)	31
Relationship of Standard II to Self-Study Priorities	32
Conclusions and Next Steps	32
Items in Evidence Inventory	32
CHAPTER 3. STANDARD III: DESIGN AND DELIVERY OF THE STUDENT LEARNING EXPERIENCE	36
Introduction	36
Academic Programs (SIII.C1, ROA #8, ROA #9, ROA #10)	36
Overview of Academic Programs	37
New Course Approval Procedures	37
New Program Approval Procedures	38
Program and Course Renewal Procedures	38
Degree Progress and Graduation Requirements	40

Faculty (SIII.C2, ROA #15)	40
Overview of Full-Time Faculty	40
Qualified Faculty	41
Faculty Development	42
Description of Programs and Paths (SIII.C3)	42
Learning Opportunities and Resources (SIII.C4)	43
Congressman Frank J. Guarini Library	43
Career Planning	43
High-Impact Practices	43
Honors Program	44
Graduate-Level Instructional Models	45
Online Learning	45
General Education (SIII.C5, ROA #9)	45
Structure and Requirements	45
Teaching and Learning in General Education	46
Graduate Student Development (SIII.C6)	47
Master-Level Programs	47
Doctoral-Level Programs	48
Graduate Assistantships	48
Third-Party Providers (SIII.C7)	48
Periodic Assessment (SIII.C8)	48
Relationship of Standard III to Self-Study Priorities	48
Conclusions and Next Steps	49
Items in Evidence Inventory	49
 CHAPTER 4. STANDARD IV: SUPPORT OF THE STUDENT EXPERIENCE	 51
Introduction	51
Overview of Student Enrollment and Outcomes	51
Student Support from Admission to Completion (SIV.C1, ROA #8, ROA #10)	53
Expenses and Financial Assistance	54
Academic Placement and Developmental Coursework	54
Orientation	55
First-Semester Programming	56
Academic Advising and Degree Planning	56
Academic, Personal, and Social Support	57
Support for Post-Graduation Success	59
Transfer Credits and Alternative Learning Approaches (SIV.C2)	59
Transfer Credits (see also Compliance Report)	59
Additional Options for Awarding of Credit	60

Security and Maintenance of Student Records (SIV.C3)	60
FERPA	60
Information Technology Department	61
Counseling Center, Health and Wellness Center	61
Extracurricular Activities (SIV.C4)	61
Third-Party Providers (SIV.C5)	61
Periodic Assessment (SIV.C6)	61
Relationship of Standard IV to Self-Study Priorities	62
Conclusions and Next Steps	62
Items in Evidence Inventory	62
 CHAPTER 5. STANDARD V: EDUCATIONAL EFFECTIVENESS ASSESSMENT	 64
Introduction	64
Educational Goals/Outcomes (SV.C1)	64
University-Wide (General Education) Student Learning Outcomes	65
Disciplinary Program-Level Student Learning Outcomes	65
Assessment of Learning and Use of Results (SV.C2, SV.C3, ROA #8, ROA #9, ROA #10)	66
Assessment in the Disciplines	66
Assessment in General Education	69
Institutional Assessment (SV.C2, SV.C3, ROA #8, ROA #9, ROA #10)	71
Program Review	71
Assessment in Administrative Units	72
Third-Party Providers (SV.C4)	72
Periodic Assessment (SV.C5)	72
Relationship of Standard V to Self-Study Priorities	72
Conclusions and Next Steps	72
Items in Evidence Inventory	73
 CHAPTER 6. STANDARD VI: PLANNING, RESOURCES, AND INSTITUTIONAL IMPROVEMENT	 74
Introduction	74
Fiscal Context	74
Institutional Planning (SVI.C1, SVI.C2, ROA #10)	75
Strategic Plan and Annual Priority-Setting	75
Additional Planning Processes	76

Annual Assessment in Administrative Units	77
Financial Planning and Budgeting (SV1.C2, SVI.C3, ROA #11)	78
Establishing the Budget	78
Assessing the Budget	79
Planning for Facilities, Infrastructure, and Technology (SVI.C2, SVI.C6)	79
Facilities and Infrastructure Planning	79
Technology Planning	81
Resources to Support Operations and Programs (SVI.C4, ROA #11)	81
Fiscal Resources	81
Human Resources	83
Physical and Technological Infrastructure	84
Collaborative Nature of Planning Processes (SVI.C2, ROA #8)	85
Internal Oversight and Accountability (SVI.C5)	86
Independent Audit (SV1.C7, ROA #11)	86
Assessment of Resources (SVI.C8)	87
Continuous Improvement (SVI.C9, ROA #8)	87
Relationship of Standard VI to Self-Study Priorities	87
Conclusions and Next Steps	87
Items in Evidence Inventory	87
 CHAPTER 7. STANDARD VII: GOVERNANCE, LEADERSHIP, AND ADMINISTRATION	 90
Introduction	90
Governance Structure (SVII.C1, ROA #12)	90
University Senate	90
Department Chairs	91
Student Government Association (SGA)	92
Continuous Improvement	92
Board of Trustees (SVII.C2, ROA #12, ROA #13, ROA #14)	92
Board Composition and Structure	93
Board Responsibilities	93
Conflict of Interest	94
Continuous Improvement	94
President (SVII.C3)	94
Credentials and Expertise	94
Senior Team	95
Administration (SVII.C4)	95

Composition of Administration	95
Qualifications and Evaluation	96
Work Environment	96
Campus Engagement	97
Periodic Assessment (SVII.C5)	97
Relationship of Standard VII to Self-Study Priorities	98
Conclusions and Next Steps	98
Items in Evidence Inventory	98
APPENDIX: ACRONYMS AND ABBREVIATIONS	1

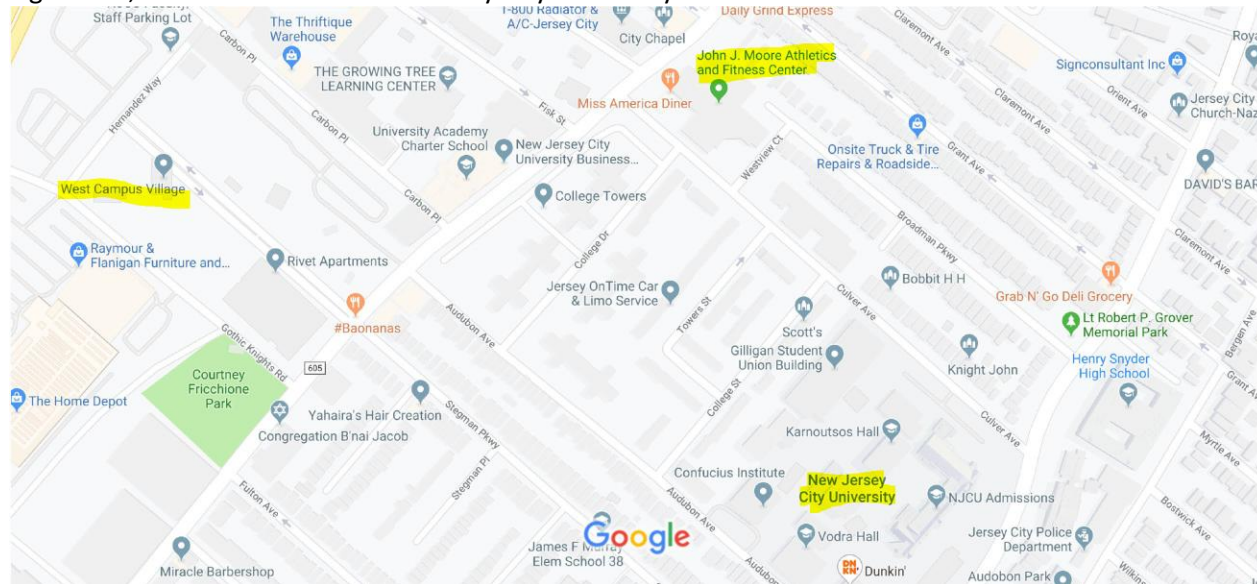
PREFACE

Institutional Overview

Opening in 1929, Jersey City State Normal School was devoted to providing quality teacher training for the residents of Hudson County. The Institution has evolved in concert with the growth in the region. In 1968, it became Jersey City State College, a liberal arts college that emphasized rigorous applied learning and served those seeking career opportunities afforded by a college education. In 1998, the Institution became New Jersey City University (NJCU). NJCU is a federally designated Minority Serving Institution and Hispanic Serving Institution.

The main campus includes the structures on three streets in a half-mile area (see Figure 0-1). The majority of the campus is on John F. Kennedy Boulevard. The Athletics Center and Arts building are on an adjacent street (Culver Avenue). Three blocks away from John F. Kennedy Boulevard (on West Side Avenue) is the University Place development project. University Place is the home of the largest residential hall, the West Campus Village, and the future home of the Performing Arts Center.

Figure 0-1, Street Location of New Jersey City University



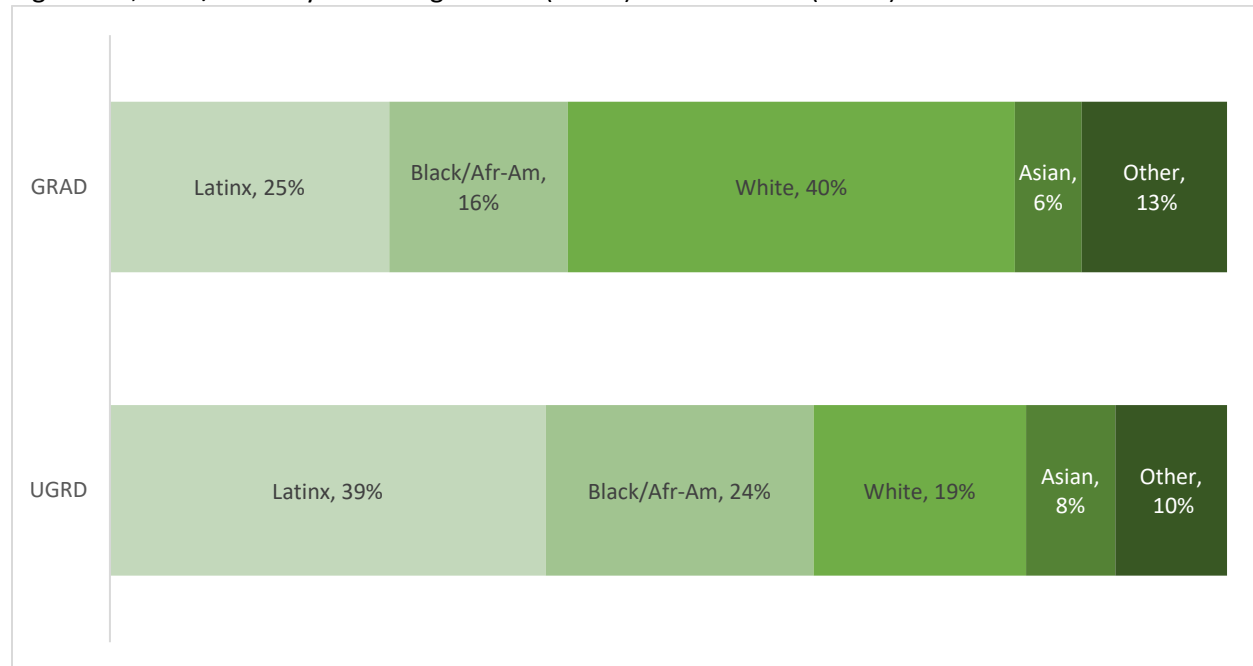
NJCU also has two designated additional locations. The Harborside waterfront location is 5 miles from the main campus and houses the School of Business. The Wall Township location is an off-campus site of Brookdale Community College, which is 60 miles south of the main campus. At Wall, NJCU offers programs in business, criminal justice, fire science, nursing, and security studies for students transferring from community colleges. The University is in the process of relocating the Wall location to Fort Monmouth, a former Army Installation, which is 11 miles away from the current Wall site. Campus infrastructure and development are discussed in a subsequent section of this Chapter and in Chapter 6.

Students

NJCU enrolls almost 8000 students, 6137 undergraduates and 1812 graduates. Figure 0-2 displays race/ethnicity distribution. The undergraduate population is 39% Latinx, 24% Black/African-American, 19% White, and 8% Asian. Approximately 58% is first-generation, and 61% receives Pell grants. Based on internal survey information from 2018, 35% of students are employed full-time and 46% part-time.

The graduate population is 40% White, 25% Latinx, 16% Black/African-American, and 6% Asian. The average age of graduate students is 35.7 years; 65% is 30 years of age or older. Based on internal survey data, all graduate students work at least part-time, with 81% employed full-time.

Figure 0-2, Race/Ethnicity of Undergraduate (UGRD) and Graduate (GRAD) Students



Students can major in one of 47 undergraduate or 30 graduate programs, housed in four schools/colleges¹: College of Arts and Sciences, School of Business, College of Education, and College of Professional Studies. Table 0-1 shows the distribution of students by College. The College of Arts and Sciences is the largest undergraduate college. Consistent with NJCU's history as a Normal School, 60% of the graduate-level enrollment is in the College of Education.

Table 0-1, Fall 2019 Student Enrollment by College

	Arts and Sciences	Business	Education	Professional Studies	Undecided/Other	Student Count
Undergraduate*	49%	22%	7%	23%	1%	6137
Graduate	8%	16%	60%	16%	--	1812

*Exceeds 100% because undergraduate Education students also declare a content major

Organizational Structure

Organizationally, the University is comprised of five divisions plus the Office of the President.

- President, which includes Presidential staff, equal opportunity and affirmative action, A. Harry Moore school, institutional effectiveness, internal audit, and university legal counsel.
- Academic Affairs, which includes the four academic colleges, continuing education, advising, career planning, global initiatives, grants, library, and online learning.

¹ These units are referred to collectively as colleges (rather than schools/colleges).

- Finance and Treasury, which includes budget, controller, payroll, risk management, and student accounts.
- Operations and Innovation, which includes facilities, human resources, information technology, procurement business services, public safety, and real estate.
- Student Affairs and Enrollment Management, which includes admissions, counseling, dean of students, dining services, financial aid, health and wellness, orientation, registrar, residential life, student government, and tutoring.
- University Advancement, which includes the alumni affairs, arts center, athletics, communications, development, events services, and marketing.

The University's organizational structure has been refined since the Monitoring Report was submitted to the Middle States Commission on Higher Education (MSCHE) in 2017. Table 0-2 lists the major organizational changes.

Table 0-2, Major Organizational Changes 2017 to Present

Unit(s)	Initial	Current
A. Harry Moore Laboratory School	Housed under the College of Education	-Moved to the President's area, under Chief of Staff
Athletics	Within Student Affairs and Enrollment Management	-Moved to University Advancement -Established an AVP position to oversee
College of Education & College Professional Studies	Administered jointly by one Dean	-Separated, each with an interim dean
Finance & Treasury Division	Part of a unified Administration and Finance Division	-Established as a separate Division -Established Vice President, Chief Financial Officer & Treasurer position to lead Division
Internal Audit	Under the unified Administration and Finance Division	-Move to the President's area, administratively under the Chief of Staff
Operations and Innovation Division	Part of a unified Administration and Finance Division	-Established as a separate division and renamed Operations and Innovation -Established Vice President and Chief Operating Officer position to lead Division
University Advancement Division	Headed by Vice President	-Role of VP expanded to include serving as Chief Strategy Officer

There have also been recent leadership transitions:

- The current Chief Strategy Officer and Vice President of the University Advancement Division (Jason Kroll) began in August 2017.
- The position of Chief of Staff to the President was created and filled (Guillermo de Veyga) in February 2018.
- The Vice President, Chief Financial Officer, and Treasurer of the Finance Division (James White) began in December 2018.
- The Provost and Senior Vice President (Tamara Jhashi) started in June 2019.
- The Vice President of Student Affairs and Enrollment (Scott James) started in January 2020.
- The Dean of Professional Education and Lifelong Learning (Michael Edmondson) was named the interim Dean of the College of Professional Studies in October 2019.

Faculty and Staff

The University employs 252 faculty (249 full-time and 3 part-time), who are represented by the American Federation of Teachers (AFT). In Fall 2019, the University employed 553 adjunct faculty. Part-time faculty have annual appointments, whereas adjunct faculty are hired on a term-by-term basis. The University also employs 651 staff members. Of these, 114 are managerial, or non-aligned, positions. The remaining 537 positions are represented by one of the following bargaining units:

- The American Federation of State, County and Municipal Employees (AFSCME); 6 employees. The AFSCME represents food services employees at the A. Harry Moore Laboratory School.
- The American Federation of Teachers (AFT); 172 employees. In addition to full-time and adjunct faculty, the AFT represents staff who interact with students as a core function of their roles. At NJCU, individuals in these positions are referred to as professional staff.
- The Communication Workers of America (CWA); 245 employees. The CWA represents clerical personnel and staff for whom student interaction is not primary.
- The International Federation of Professional & Technical Engineers (IFPTE); 114 employees. The IFPTE represents maintenance, grounds, and most public safety positions.

The distribution of faculty and staff by bargaining unit within division is displayed in Table 0-3.

Table 0-3, Distribution of Faculty and Staff Positions by Bargaining Unit within Division

Division	AFSCME	AFT	CWA	IFPTE	None	Total
President			31%		69%	13
Academic Affairs	1%	70%	22%		7%	504
Finance and Treasury			60%		40%	20
Operations and Innovation		1%	35%	52%	11%	218
Student Affairs & Enrollment Management		47%	31%		22%	100
University Advancement		46%	21%		33%	48
Total	1%	47%	27%	13%	13%	903

Recent Developments and Initiatives

Certain recent developments and initiatives are particularly relevant to the MSCHE process and the two University priorities (Campus Climate and Student Success). These include the strategic plan extension, decline in enrollment and its impact on the budget, real estate development and facility improvements, increased focus on globalization, an expanded emphasis on athletics, and events surrounding the A. Harry Moore Laboratory School.

Strategic Plan

Transforming Lives, the University's Strategic Plan, is organized around four goals:

1. Enhance Academic Excellence
2. Achieve Student Success: Academic, Personal, and Social
3. Enhance Resources and the University's Capacity to Achieve Vision
4. Strengthen NJCU Identity, Brand, Reputation, and Connections with the Community

The Plan commenced in 2013 and was scheduled to sunset at the end of 2018. In 2017, accomplishments were reviewed. Based on the combination of remaining opportunities and the commencement of Self-Study preparations, the decision was made to extend *Transforming Lives* through the self-study process. In November 2019, with the analysis for the Self-Study substantively

completed, the University began development of its next plan. This inclusive approach is being co-chaired by the President and Provost and will involve faculty, staff, students, alumni, members of the boards (Board of Trustees, Foundation Board, and advisory boards), and community members. The process is being guided by the consulting group, AKA Strategy, which is utilizing the Middle States Self-Study as foundational material. The kickoff meeting was held on December 12, 2019.

Enrollment and Budget

As a tuition-dependent institution, NJCU is sensitive to enrollment fluctuations. Student headcount and full time equivalent (FTE) increased from 2015 to 2016, but decreased each year thereafter (Table 0-4). This decrease is due to a combination of increasing graduation rates, decreasing retention rates, and declining new student enrollment. Efforts related to retention are discussed in Chapter 4. The decline in enrollment has substantially impacted the University's budget, and the University is engaged in efforts to diversify/enhance revenue and contain expense. This work is addressed in Chapter 6.

Table 0-4, Fall Semester Enrollment Headcount

	2015	2016	2017	2018	2019
Headcount	8237	8504	8282	7991	7949
Undergraduate	6317	6663	6508	6237	6137
Graduate	1920	1841	1774	1754	1812
FTE*	6382	6668	6608	6415	6352
Undergraduate	5428	5770	5734	5553	5453
Graduate	954	898	874	862	899

*Computed based on IPEDS definition

Real Estate and Facilities

Consistent with the Strategic Plan, the University has developed state-of-the-art facilities for teaching, learning, and living. In addition to supporting student and employee success, these efforts enhance community connections and the University's brand. The enhancements are funded by grants, the annual capital budget, the recent \$60 Million capital campaign, and Public-Private Partnerships (P3s). Facilities infrastructure is described in Standard 6, and summarized in this Section.

On the main campus, projects include expansion of the Science Building, creation of a Nursing Education Center, and development of University Place.

- The Science Building expansion was a \$42 Million project funded in part by a grant from the State. The project began in 2015 and was completed in April 2018. Construction involved a five-story addition to accompany the renovation of the 70,000 square foot existing building. The resulting facility includes research and teaching labs, classrooms, offices, and a greenhouse.
- The Nursing Education Center project was a \$5 Million project, funded by a State grant, which began in 2018 and was completed in August 2019. Renovation included creation of teaching classrooms, offices, student lounges, and state-of-the-art simulation labs.
- University Place is a multi-million dollar redevelopment project which includes several P3s. The space is comprised of six blocks. The first block was developed as NJCU's initial P3, a suite-style residential hall that opened in Fall 2016. This addition of approximately 425 beds increased housing capacity to almost 630. The second project on University Place, which opened in Spring 2018, was a luxury apartment complex dedicated to providing market-rate housing for Jersey City residents. In Summer 2019, the Board of Trustees approved the development of a Performing Arts Center, which will include a Center for Music Dance and Theatre, restaurants, and housing.

At the location in Monmouth County, NJCU is working to enhance infrastructure by relocating to a building on the now defunct Fort Monmouth post. With an expanded presence and a strengthening of articulation agreements with area community colleges, NJCU will serve central New Jersey by preparing individuals for high-demand professions such as business and nursing. Under the current construction plan, the location will move effective Spring 2021.

Globalization

In 2014, NJCU joined the American Council on Education's (ACE's) Internationalization Lab for a two-year project. As a result of membership, the University developed a strategic plan to internationalize the campus. Consistent with the University's focus on diversity, the plan involves internationalizing the curriculum, providing international travel experiences for U.S. students, and enhancing enrollment of international students. In addition, since 2015, NJCU has housed a Confucius Institute, which provides Chinese language instruction and cultural activities for the Jersey City community.

Athletics

In 2017, the University committed to growing athletics. The decision was in part to increase enrollment by enhancing recruitment and retention of undergraduate students. In addition, athletics has the potential to increase NJCU brand and integration with the Jersey City community. Since January 2018, NJCU's intercollegiate athletic teams have grown from 12 to 21 (see Table 0-5). Athletics is discussed in Chapter 4 in terms of student outcomes and in Chapter 6 with respect to planning.

Table 0-5, Athletics Expansion

Original Teams	Men's Basketball, Women's Basketball, Baseball, Women's Bowling, Men's Cross-Country, Women's Cross-Country, Men's Golf, Men's Soccer, Women's Soccer, Softball, Men's Volleyball, Women's Volleyball
2018-2019 Expansion	Men's Track and Field Indoor, Men's Track and Field Outdoor, Women's Track and Field Indoor, Women's Track and Field Outdoor
2019-2020 Expansion	Women's Golf, Men's Tennis, Women's Tennis, Men's Wrestling, Women's Wrestling

The A. Harry Moore Laboratory School

In 1931, with funding from the New Jersey Governor, A. Harry Moore, the School was established as the first public school for students with physical disabilities in the United States. A. Harry Moore was part of the Jersey City public school district until 1963, when Jersey City State College partnered with the City of Jersey City to establish a laboratory school for their special education program. Today, A. Harry Moore Laboratory School offers comprehensive academic, therapeutic, pre-vocational and social programs for approximately 90 students between the ages of 3 and 21 classified as preschool disabled, learning and language disabled or multiply disabled. Because of the school's unique history as a demonstration school, it has developed an expertise in educating students with severe multiple low-incidence disabilities, including physical, medical and cognitive disabilities. The Laboratory School status within the NJCU community facilitates student participation in NJCU cultural and educational activities.

In Fall 2019, citing the growing therapeutic needs of A. Harry Moore students and a disconnect with the University's current programs, NJCU planned to conclude operations at the School on June 30, 2020. After the initial plan was announced, ensuing discussions with the Jersey City Mayor, Jersey City Board of Education (JCBOE), parents, faculty, and community constituents led NJCU to determine that the

relationship would continue. In cooperation with Jersey City and the School District, the University announced a framework of a plan that keeps the school open.

Complicating matters, on September 5, 2019 a part of the A. Harry Moore Laboratory School's entry portico fell, resulting in the closure of the building. The School was temporarily moved to the Regional Day School in Jersey City by the JCBOE. NJCU and the JCBOE are exploring potential permanent spaces, and parents, faculty and staff remain committed to the students' education and care.

Self-Study Preparations

NJCU's self-study preparations, dubbed MSCHE 2020, began in 2017. Key activities included: Engaging the campus community, establishing the team, determining priorities, collecting and analyzing evidence, writing and sharing drafts, reviewing feedback and revising narratives, communicating progress, and educating the campus.

MSCHE 2020 Team

The MSCHE 2020 Team is comprised of Team Coordinators, Steering Committee members, and Working Group members. A combination of Presidential appointment and volunteering was utilized to develop the Team. The President appointed the three Coordinators in Summer 2017, based on expertise, experience, and commitment to engaging the NJCU community in the process. They are:

- Tracy Amerman; Professor, Educational Technology & Past Chair of Special Education
- Sue Gerber; Associate Vice President, Institutional Effectiveness & Accreditation Liaison Officer
- Fran Moran; Professor and Chair, Political Science & Past Interim Dean, College of Arts and Sciences

The University Senate President (Christopher Shamburg, Professor of Educational Technology) was also placed on the Team. A call for volunteers was issued and all individuals who volunteered were assigned to one of the seven working groups. During the process, additional individuals were recruited to address knowledge gaps. For instance, the Internal Auditor was recruited for Standard 2 and the Budget Officer was asked to assist with Standard 6.

Each Working Group is co-chaired by a faculty member and an administrator. The co-chairs were chosen based on experience and expressed interest. Group members are listed below; co-chairs are listed first, in italics, and the remaining members are listed alphabetically.

Standard I: Mission and Goals

- | | |
|------------------------|--|
| • <i>Jodi Bailey</i> | <i>Associate Vice President, Student Affairs</i> |
| • <i>Allan De Fina</i> | <i>Professor, Literacy Education</i> |
| • Kathy Dilks | Alumna |
| • Venessa Garcia | Assistant Professor, Criminal Justice |
| • Tracy Matos | Associate Director, Public Safety |
| • Bill Montgomery | Professor, Earth and Environmental Science |
| • Debra Scardaville | Professor, Nursing |
| • Fred Smith | Director, Libraries |

Standard II: Ethics and Integrity

- | | |
|-------------------------|--|
| • <i>Michelle Rosen</i> | <i>Associate Professor, Literacy Education</i> |
| • <i>Lourdes Sutton</i> | <i>Associate Dean, College of Education</i> |
| • Meriem Bendaoud | Assistant Professor, Biology |

- Alice Blount-Fenney Director of Internal Audit
- Queen Gibson Advisor/Transfer Specialist, School of Business
- Rick Mayell Assistant Professor, Finance
- Virginia Melendez Executive Coordinator to the President and Secretary to the Board of Trustees, President
- Scott O'Connor Assistant Professor, Philosophy
- Tatiana Reyes Professional Services Specialist, College of Education

Standard III: Design and Delivery of the Student Learning Experience

- *Nurdan Aydin* Associate Provost, Academic Affairs
- *EunSu Lee* Associate Professor, Management
- Joshua Fausty Professor, English
- Scott Fisher Assistant Professor, Security Studies
- Michael Koskinen Director, Online Learning
- Jason Martinek Associate Professor, History
- Amit Mokashi Assistant Professor, Management
- Ethan Prosen Associate Professor, Biology
- Navin Saiboo University Registrar
- Matt Sutton Tutoring Coordinator, Opportunity Scholarship Program

Standard IV: Support of the Student Experience

- *John Melendez* Professor, Educational Leadership
- *Ben Rohdin* Associate Vice President, Enrollment Management
- Aaron Aska Vice President and Chief Operating Officer
- Sherifa Abdalla Program Assistant, Global Initiatives
- John Blicharz Director, Hub Tutoring
- Abisola Galllagher-Hobson Director, Counseling and Wellness
- Dennis Lin Assistant Professor, Counseling
- Sabrina Magliulo Director, Opportunity Scholarship Program
- Anna Scanniello Administrative Assistant, Fire Science

Standard V: Educational Effectiveness Assessment

- *Denise Branchizio* Assistant Professor, Nursing
- *Cheryl Swider* Assessment Coordinator, Institutional Effectiveness
- Vaibhavee Agaskar Assistant Professor, Counseling
- Isabel Casais Executive Assistant to the Dean, School of Business
- Ruth Ortiz Assessment/Accreditation Specialist, School of Business
- Chantell Rivera Assistant Director, Housing and Residence Life
- Jeanne Ruggiero Associate Professor, Nursing
- Danny Schieffler Assistant Professor, Health Sciences

Standard VI: Planning, Resources, and Institutional Improvement

- *John Grew* Professor, Biology
- *Rosemary Tavares* Controller & Associate Vice President, Finance
- Arisha Andha Student, Student Government Association
- Maria Espino Executive Assistant and Project Manager to the Chief Financial

	Officer
• Bumjung Kim	Assistant Professor, Chemistry
• Debra McClary	Assistant to the Dean, School of Business
• Luis Morales	Budget Officer & Risk Manager, Finance
• Wanda Rutledge	Interim Assistant Dean, Business
• Denise Serpico	Assistant to the Dean, School of Professional Studies
• Paul Sunda	Associate Vice President, Business Operations
• Zhimin Wang	Associate Professor, Finance
• William White	Human Resources Business Partner, Human Resources

Standard VII: Governance, Leadership, and Administration

• <i>Guillermo de Veyga</i>	<i>Chief of Staff, President</i>
• <i>Joseph Moskowitz</i>	<i>Professor, Political Science</i>
• Reed Carroll	Associate Professor, Biology
• Helen Castillo-Bongon	Program Assistant, Mathematics
• Hanae Haouari	Assistant Professor, Chemistry
• Jason Kroll	Vice President and Chief Strategy Officer
• Farah Pelissier	Counselor, Opportunity Scholars Program
• Donna Piscopo	Administrative Assistant, University Senate

A Steering Committee was formed that included: (a) the three Coordinators, (b) the President of the University Senate, and (c) the co-chairs of the seven Working Groups. The Steering Committee, the Working Groups, and the full team met consistently throughout the process.

Institutional Priorities

The University community selected two priorities to be addressed in the Self-Study: Student Success and Campus Climate. Selection of these priorities was a university-wide process, and is documented in the Self-Study Design Document (see Evidence Inventory related to Standard 1, Criterion 1). In brief, a series of retreats was held to discuss progress on the Strategic Plan. Findings from the retreats were used to develop a survey to obtain input on the top priorities. The two priorities of Student Success and Campus Climate emerged based on iterative review and discussion. Chapter 1 describes the priorities in more detail.

Self-Study Outcomes and Summary of Findings

The Self-Study process has internal and external audiences, and the intended outcomes reflects this:

1. Demonstrating compliance with the MSCHE Standards for Accreditation and Requirements of Affiliation.
2. Engaging the University community in an inclusive and transparent process of reflection, assessment, and evaluation.
3. Reviewing current approaches to continuous improvement and establishing a framework for enhancing practices.
4. Establishing a set of suggestions to serve as a foundation for informing the University's planning processes.

NJCU has met these outcomes, as described in this Section.

Compliance (Outcome 1)

Compliance with the Standards and Requirements of Affiliation is demonstrated throughout the Self-Study documentation.

Community Engagement (Outcome 2)

All members of the NJCU community were encouraged to participate in the MSCHE process. Final membership of the MSCHE 2020 Team included almost 70 faculty, staff, students, and alumni. In addition:

- Working Groups engaged with departments including: Advising, Athletics, Board of Trustees, Campus Life, Children's Center, Communications, Counseling, Facilities, Finance, General Education, Global Initiatives, Grants, Honors, Human Resources, Information Technology, Institutional Effectiveness, Internal Audit, Legal, Library, Online Learning, Residential Life, Student Government, TRiO, Tutoring, and Women's Center.
- Team members participated in divisional meetings of Finance and Treasury, Student Affairs and Enrollment Management, and University Advancement.
- The President's Senior Team discussed progress at weekly meetings.
- The President shared drafts with the University community, including the Board.
- The Team presented at the University Senate and held campus-wide town halls to discuss findings and receive input.

Continuous Improvement (Outcomes 3 and 4)

Outcomes three and four relate to planning and continuous improvement and involve evaluating the present and looking toward the future. Review of findings across the seven Standards reveals a consistent three-fold theme:

1. The University is committed to its mission and to the Student Success and Campus Climate priorities;
2. Successes have been achieved, and foundations for future success have been laid; and
3. The University must focus on ensuring that plans are well-developed and manageable, and that implementation is transparent and complete.

Findings from the Self-Study that are relevant to each of these three elements are summarized below.

The University is committed to its mission and to the Student Success and Campus Climate priorities.

- Commitment to mission is seen in the extent to which it is embraced by individual units, in provision of academic and social supports for students, and in efforts to maintain affordability for students.
- Commitment to mission is also evident in the manner in which the Strategic Plan guides activities.
- Commitment to Student Success is apparent in the hiring of full-time faculty, development of new academic programs, review/refinement of academic policies, and engagement in student learning outcomes assessment.
- Commitment to Student Success is also evident in efforts to develop and deploy comprehensive tools and systems to support students through their educational journeys.
- Commitment to Campus Climate is seen in efforts to assess the current state of affairs, to respond to needs, and to enhance collaboration across faculty, staff, administrators, and students.
- Commitment to Campus Climate is also evident in the renewed focus on communicating policies and processes to ensure consistency and accountability.

Successes have been achieved, and foundations for future success have been laid.

- The graduation rate for first-time full-time freshman has risen since 2015.

- The Policy Library website has launched and the policy development plan is being implemented.
- The faculty and administration are collaborating to develop plans to address findings from student-success and campus-climate surveys.
- The process for program-level student learning outcomes assessment has been refined based on faculty feedback.
- There is campus-wide engagement in assessment through surveys, administrative assessment reporting, and targeted projects.
- The process of enhancing administrative assessment and further integrating it into the campus culture has commenced.
- Efforts to increase transparency and sophistication in budget and financial processes have begun.

The University must focus on ensuring that plans are well-developed and manageable, and that implementation is transparent and complete.

Illustrative areas to ensure follow-through include:

- Incorporating findings from Self-Study into the new strategic plan.
- Ensuring that the strategic plan process incorporates implementation and assessment.
- Enhancing faculty diversity.
- Engaging deans and the Provost's Office in program review processes.
- Updating the faculty handbook.
- Completing implementation of the policy development and renewal process.
- Ensuring all students develop general education competencies during their time at NJCU.
- Enhancing career planning and placement services.
- Enhancing budget transparency, sophistication, and stakeholder involvement.
- Developing a robust enrollment management plan.
- Ensuring timeliness of shared governance processes.

Tips for Reading This Self-Study Draft Document

The following information is provided to help the readers of the Self-Study document:

- References to artifacts in the Evidence Inventory utilize nomenclature Sx.yyy, where x refers to the Standard number and yyy is a unique, sequential identifier (e.g., S1.001, S1.002).
- A listing of evidence is included at the end of each Standard-related chapter (Chapters 1-7).
- Evidence is included with the appropriate Standard and Criterion. In some instances, the same artifact is uploaded in more than one criterion.
- A listing of acronyms is provided as an appendix.
- In Chapters 1 through 7, assessment is described in relation to relevant criteria. Assessment efforts are then summarized in relation to the final criterion of each standard, under the heading *Periodic Assessment*. This criterion typically references evidence uploaded under previous criteria.
- In Chapters 1 – 7, linkages to the priorities are described in relation to the relevant criteria, and summarized in the *Relationship of Standard __ to Self-Study Priorities* Section.

CHAPTER 1. Standard I: Mission and Goals

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

New Jersey City University meets the requirements of Standard I: Mission and Goals.

Introduction

Based on review of the evidence, it is apparent that NJCU has a history of having a well-articulated mission and established goals that both define purpose and guide decision-making. The primary lines of inquiry for Working Group I were review of historical documentation regarding the mission, analysis of strategic plan and related materials, review of artifacts from Working Groups for Standard 2 through Standard 7, and discussion with the members of these Working Groups.

Discussion of assessment of mission and goals is referenced throughout the Chapter and summarized in the *Periodic Assessment (SI.C4)* Section.

Mission and goals serve as the guideposts for all decisions and activity at NJCU, and they are primary to both the Student Success and Campus Climate priorities. This relationship is described in the *Relationship of Standard I to Self-Study Priorities* Section of this Chapter.

The evidence in this Chapter also addresses Requirements of Affiliation (ROA) #7 and #10.

Mission (SI.C1, ROA #7)

The mission of NJCU is to provide a diverse population with an excellent education. The University is committed to the improvement of the educational, intellectual, cultural, socioeconomic, and physical environment of the surrounding urban region and beyond.

The NJCU mission is succinct and clear in its focus internally on students and externally on the community. The mission today is rooted in the same core elements of the Institution since its founding: (a) diversity and access, (b) student success, and (c) community. Review of the mission over time, as articulated in forty years of re-accreditation documentation, reveals both stability and refinement in concert with institutional growth and the changing educational landscape (S1.001). In this Section of the document, the balance of stability and refinement for the three core elements is described.

Diversity and Access

Education of a diverse student body is fundamental to NJCU's identity. The University continues to celebrate its diverse population and embrace its location in the heart of one of the most diverse cities in the United States (S1.002). Initial characterizations of diversity in the mission statement emphasized race, ethnicity, age, socioeconomic status, and academic preparation (see 1979 mission in S1.001). Depiction of diversity has grown to include gender, nationality, geographic location, religion, sexual orientation, physical ability, and culture.

Access to education is critical to the fulfillment of the NJCU mission. Access was explicitly stated in the mission through 2005 and was operationalized, in part, as affordability. Although the word itself does not appear in the 2009 version or in future versions, the intent remains. Affordability is key to NJCU's

identity. The University's tuition is among the lowest of the public four year institutions in New Jersey (\$1.003), and affordability is prominent in many of its recruiting materials (\$1.004). The University's activities continue to be in service of diversity and access, including:

- Increasing financial support for students through scholarships and efforts such as the textbook grant program (see Chapter 2 and Chapter 4).
- Developing the West Side Avenue land (University Place), which includes a new residential hall to serve both local students seeking the immersive on-campus experience and students outside of Jersey City (see Chapter 6).
- Enhancing the Harborside Waterfront location to include undergraduate as well as graduate business programs. The location, in the heart of the financial district, facilitates the School's ability to secure industry experts to serve as lecturers and invited speakers.
- Expanding the Monmouth County location which will provide an affordable option for students in central New Jersey (see Chapter 6).
- Establishing the Global Initiatives Office and expanding opportunities for students to increase cultural competence through study abroad opportunities and interactions with international students enrolled at NJCU (see Chapter 3 and Chapter 6).
- Enhancing efforts to increase diversity of faculty and staff, including launching an employee training program related to implicit bias, diversity, and inclusion (see Chapter 2).

Student Success

Success of its students has always been the primary focus of NJCU's mission, and student support has been central to achieving success. Support was explicitly included in the mission through 2005, and is implicitly included thereafter (\$1.001). In 2016, the University commenced its student success initiative, codifying its importance to mission:

At the core of NJCU's mission is Student Success. Each member of the NJCU community is personally dedicated to and responsible for ensuring that each student receives a high quality education and a first-rate experience that leads to timely graduation with minimal debt, an academically rich degree, and a meaningful future upon graduation.

As noted, success is operationalized to include an enriching experience, deep learning, graduation, and a meaningful future. Affordability (minimal debt) is also a central component of success. The integration of affordability and outcomes is a pride point for NJCU, as indicated in its rank in the top 100 institutions nationally in CollegeNet's Social Mobility index (\$1.005).

Also in 2016, Academic Affairs created an Assistant Provost position dedicated specifically to Student Success. A key component of the role was to increase collaboration with Student Affairs in order to provide coordinated and comprehensive support to students throughout their educational journey. These efforts led to a reorganization of the divisions in 2019, with one individual serving as Associate Vice President of Enrollment Management and Student Success. The position has a dual reporting structure to the Vice President of Student Affairs and Enrollment Management and the Provost. Efforts to facilitate student success are discussed in Chapter 3 and Chapter 4.

Community

Betterment of the community is a core tenet of NJCU's mission. As with diversity and student success, the conception of community has evolved. In 1985, the University explicitly noted that the community extended beyond Jersey City, and included all of Hudson County plus neighboring cities in other counties

(see S1.001). This continues today, through expansion of the University's additional locations and development of University Place on West Side Avenue (see Chapter 6). The University also engages with the community in academic, service, and cultural ways, such as:

- Public service projects conducted by students as part of the Honors Program (see Chapter 3).
- Workforce development programs in areas such as hospitality, information technology, logistics, maritime, and media (S1.006).
- Course offerings of the Community Music School, which provides world-class instruction in numerous areas (S1.007).
- Program offerings by the Institute for Financial Literacy & Economic Education, which are designed to foster "a lifetime of financial health" (Chapter 2 and S1.008).
- The Center for the Arts, which brings together cultural offerings in film, literary arts, visual arts, music, and theatre (S1.009). The Center also engages directly with Jersey City on projects such as the creation of a cultural asset map of Jersey City (S1.010).
- The 2019 opening of the Community Center in collaboration with NJ Campus Compact, which provides resources for students and the greater Jersey City community (S1.011). The Center operates the Gothic Knight Food Pantry, encourages student activism and civic health, supports mental health, and encourages goodness of mind and body through physical education.

Embrace of Mission

The NJCU mission is widely known and embraced by the NJCU community. The mission is well-publicized. It is located on the University website (S1.012), is displayed on digital signage throughout the campus, is set as the startup image on laboratory computers, and is displayed on walls in administrator offices, as desk drops, and on administrator business cards (S1.013).

Embrace of mission is evident in the extent to which diversity and access, student success, and community are represented in department/program mission statements. The distribution is represented in Table 1-1.

Table 1-1, Percentage of 66 Unit Mission Statements Addressing Core Elements of University Mission

Diversity and Access	Student Success	Community
38%	79%	15%

See S1.014 for actual mission statements

The majority of academic departments have missions that reference student success, such as:

The Biology Department is an inclusive community of scholars committed to academic excellence in the teaching, learning and investigation of the life sciences. Our faculty members are student-focused and committed to offering outstanding learning experiences with individualized attention. Support for your success is always close by.

Missions focusing on community are not as prevalent, but not all community-focused departments have mission statements available. Community-based organizations that do post mission statements also tend to emphasize diversity and/or student success. For example:

Proyecto Science is a community-funded, non-profit organization committed to preparing future engineers and scientists from a wide variety of ethnic backgrounds. Proyecto Science participants are highly motivated seventh, eighth, and ninth-graders willing to spend several summer weeks at NJCU learning high-level mathematics, science, computer science and

technology. Proyecto Science provides students with academic and practical instruction and encourages them to attend college and to pursue careers as engineers and scientists.

This shared sense of purpose, and the ability to actualize it at the unit-level, contributes to a positive campus climate.

Goals (SI.C1, SI.C2, SI.C3, ROA #7, ROA #10)²

The University's institutional goals are contained in the Strategic Plan, *Transforming Lives*. As described in this Section, the goals were developed through a collaborative planning process, are realistic, are appropriate to higher education, address internal and external constituencies, are consistent with mission, and guide decision making throughout the Institution.

Development of the Strategic Plan and the University's Goals

Transforming Lives, the University's current Strategic Plan (S1.015; see also the URL section of the Evidence Inventory), was the result of a broad-based effort involving over 300 faculty, staff, students, and community members. The University Strategic Planning Steering Committee had leadership representation from all divisions, faculty from all colleges, the University Senate, student government, and all bargaining units (see page 13 of S1.015). Task forces gathered extensive data from internal and external stakeholders, analyzed information, and took their conclusions back to the community for further review and refinement. This approach contributed to a positive climate by ensuring inclusion, collaboration, and transparency throughout the process.

The plan was launched in 2013. It has four broad goals, each with objectives:

1. Enhance academic excellence
 - 1.1. Advance faculty excellence in teaching, scholarship, and service
 - 1.2. Develop and offer academic programs of the highest quality
 - 1.3. Develop and implement a signature NJCU undergraduate experience that develops lifelong learners
 - 1.4. Design and enact transformative graduate experiences that develop future leaders and scholars
2. Achieve student success: Academic, personal, and social
 - 2.1. Graduate academically accomplished individuals with expertise in their discipline and in the university-wide outcomes of critical thinking, written and oral communication, quantitative literacy, information and technology literacy, and responsible citizenship in a culturally complex world
 - 2.2. Advance students' social and personal development
 - 2.3. Increase retention and degree completion for all students
 - 2.4. Enroll a diverse student body that will succeed at NJCU and beyond
3. Enhance resources and the University's capacity to achieve vision
 - 3.1. Advance core NJCU values of individual and institutional caring, growth, and excellence
 - 3.2. Enhance and diversify revenue streams
 - 3.3. Create a state-of-the-art campus to enhance the environment for teaching, learning, living, and working

² Evidence supporting this Section is contained under Criterion 1 of the Evidence Inventory.

4. Strengthen NJCU identity, brand, reputation, and connections with the community
 - 4.1. Re-imagine and implement a new public image of NJCU as a diverse urban university of distinction
 - 4.2. Develop strong campus-community relationships

The goals of *Transforming Lives* are realistic, appropriate to higher education, and address internal and external constituencies. For instance, consistent with the purpose of higher education, NJCU's strategic plan places academics (Goal 1) and students (Goal 2) in the forefront. Further, planning, assessment, and resources (Goal 3) provide the necessary structure for academics and student success. In addition, the fourth goal of *Transforming Lives* links the internal NJCU community with the external region. Finally, the goals are derived from and aligned with the core constructs of NJCU's mission. This alignment is illustrated in Table 1-2, which references Plan objectives (e.g., "1.2") and strategies (e.g., "D").

Table 1-2, Alignment of Strategic Plan Goals, Objectives, and Strategies with Core Constructs of Mission

	Diversity and Access	Student Success	Community
GOAL 1: Academic Excellence	1.3 Global citizenship (D) 1.4 Financial support (A)	1.1 Faculty excellence (overall) 1.2 Academic programs (overall) 1.3 General education (A)	1.2 Industry, employer, P-12 (D) 1.3 Service learning (B)
GOAL 2: Student Success	2.1 Global competencies (B) 2.4 Diverse enrollment (A) 2.4 Financial support (D)	2.1 Learning outcomes (A) 2.2 Personal, social development (overall) 2.3 Retention, graduation, support services (overall)	
GOAL 3: Resources	3.2 Innovative instructional modalities (B)	3.1 Staff excellence (overall) 3.3 Facilities (overall)	3.2 Industry partnerships for continuing education (A)
GOAL 4: Community	4.1 Diverse urban institution (overall)		4.2 Faculty expertise to societal need (A) 4.2 Partnerships to drive NJ growth (B) 4.2 Employee volunteerism (C)

Table 1-2 also provides evidence that the strategic plan focuses on student learning outcomes (2.1, 2.2, 2.3), student support (2.3, 2.4), and faculty scholarship (1.1). The goals and objectives of the Strategic Plan also speak to continuous improvement at all levels of the institution. For instance, objective 3.1 contains strategies related to professional development, self-assessment and reflection, and continuous quality improvement. Similarly, Goal 1 emphasizes both faculty development (1.1, 1.4) and improvement of academic programs (1.2).

Accomplishments under the Strategic Plan

Transforming Lives was scheduled to sunset at the end of 2018. As summarized in the Preface of this document and detailed in the Self-Study Design (S1.016, page 2), the Board approved the extension of the Plan during this Self-Study process (S1.017). This extension was based in part on an assessment of accomplishments and remaining opportunities under the Plan, and in part on the desire to utilize the Self-Study as a foundation for informing a new plan.

The goals of the Strategic Plan have guided the Board, faculty, administration, and staff in decisions related to planning and resources, academics, student support, and assessment. NJCU has made significant accomplishments in these areas, as discussed throughout the Self-Study and summarized below (see also S1.018).

Enhance Academic Excellence

To enhance academic excellence, the University has:

- Hired faculty in key growth areas; reduced excessive teaching overload; and enhanced support for faculty scholarship.
- Developed undergraduate and master-level programs; expanded emphasis on student learning assessment; launched a third doctoral program.
- Enhanced high-impact practices including research with faculty, service learning, and cultural exchanges.
- Created the Office for Global Initiatives and launched a comprehensive internationalization plan.
- Implemented technology tools to streamline and standardize reappointment and tenure submissions, and program and course development.
- Established five-year program review process for academic programs.

Achieve Student Success: Academic, Personal, and Social

To achieve student success, the University has:

- Launched a revised General Education program built around student learning outcomes including civic engagement, critical thinking, communication, information and technology literacy, and quantitative literacy.
- Enhanced campus life, and began rebranding as the Center for Leadership and Engagement.
- Increased graduation rate for first-time, full-time freshmen.
- Began diversifying recruitment through international 3+1 programs; strengthening articulation agreements with community colleges; launching a Bachelor of Fine Arts (BFA) in Dance and partnering with the Joffrey Ballet.
- Enhanced scholarship and micro-grant support; opened a food pantry to address food insecurity.
- Implemented technology tools related to catalog, degree progress, and course scheduling.

Enhance Resources and the University's Capacity to Achieve Vision

To enhance resources, the University has:

- Launched technology tools related to staff travel, curriculum and course management, student progress and early alert, analytics, enrollment management, and student outcomes.
- Conducted the University's first comprehensive campaign, raising \$60 Million in private and public support.
- Established annual Board of Trustees retreat to engage the Board in continuous improvement and planning initiatives.
- Renovated the Science Building and Nursing Education Center; relocated the School of Business to a state-of-the-art Harborside location; began the process of moving the Wall Township location to a new site; opened a new Residential Hall; commenced plans to develop a Performing Arts Center.
- Launched a process for policy development and renewal.
- Increased emphasis on budget planning through refining budgeting models and creating the budget task force.

Strengthen NJCU Identity, Brand, Reputation, and Connections with the Community

To strengthen NJCU identity and community connections, the University has:

- Redesigned the website and engaged in a targeted marketing campaign.
- Enhanced connections with the community through arts partnerships; established P3 projects that offer housing and retail outlets to Jersey City residents; enhanced civic engagement opportunities.
- Enhanced athletics including increasing teams from 12 to 21.

As noted in the Preface, the launch meeting for development of the new Strategic Plan was on December 12, 2019 (S1.019). The initial phase of document review and analysis utilized this Self-Study document and supporting material.

Using and Evaluating the Goals

The accomplishments summarized in the previous Section of this Chapter are products of the use of strategic goals to guide decision making and activity. NJCU has processes that continually evaluate progress toward goals. These processes are described throughout this document; three examples are summarized below:

- Annual Administrative Assessment. Administrative departments engage in annual assessment, which involves establishing outcomes with target performance levels, developing strategies to achieve the outcomes, measuring performance, and crafting action plans for continuous improvement (see S1.020). These unit-level outcomes tie to the University's strategic goals. Aggregation of the individual unit assessment results yields themes related to the four University Strategic Plan goals (see S1.021). This process is described in Chapter 5 and Chapter 6.
- Budgeting. During budget planning, links to the strategic plan are made explicit. When a unit head requests capital or operating funds for a new initiative, s/he must demonstrate applicability to the Strategic Plan (e.g., S1.022). The role of the University Budget Task Force, while still evolving, will include providing feedback on alignment of initiatives with goals and mission (S1.023). The budgeting process is described in Chapter 6.
- Institutional Effectiveness Progress Card. The Institutional Effectiveness Progress Card (S1.024) contains performance metrics related to the goals of the Strategic Plan. The President's Senior Team develops both long-term and annual performance targets for many of the metrics. The card is public, and guides the work of the divisions. The Senior Team periodically reviews progress on metrics and makes course corrections as needed. The Progress Card is described in Chapter 6.

Periodic Assessment (SI.C4)

As discussed throughout this Chapter, NJCU periodically assesses the relevance and achievability of its mission and goals, and makes changes as necessary. To summarize:

- As reflected in the most recent 40 years of MSCHE reaccreditation documents, the mission has evolved in step with changes in the University, higher education, and society.
- The goals of *Transforming Lives* guide activity at all levels of the University, including through unit-level annual assessment reports that are aggregated to reveal university-wide patterns.
- Budget and resource allocation are tied to the goals of the Strategic Plan, and the Institutional Effectiveness Progress Card is used to assess progress and make course corrections.
- Many of the accomplishments under *Transforming Lives* in the area of processes and systems are the results of an assessment of needs and opportunities.
- The work on the next strategic plan is being informed by the existing plan and the findings of this Self-Study.

Relationship of Standard I to Self-Study Priorities

The Self-Study priorities are key to mission and goals, and thus to Standard 1. As noted, Student Success is a core element of the mission, and is a key goal of the Strategic Plan. Similarly, a positive campus climate is critical to the success of students and the productive work of faculty, staff, and administrators in achieving mission and goals. The mapping of priorities to the Strategic Plan, initially described in the Design Document (S1.016, pp. 7-8), is excerpted in Table 1-3.

The **Student Success** priority includes ensuring that all students:

- a. Have access to affordable education
- b. Experience rigorous programs that prepare them for careers or further education
- c. Interact with an accomplished faculty
- d. Have access to comprehensive support services
- e. Have opportunities to participate in robust co-curricular experiences
- f. Develop competency in the university-wide student learning outcomes
- g. Develop competency in their discipline(s)
- h. Progress consistently through their studies
- i. Graduate in a timely manner

The **Campus Climate** priority includes ensuring that:

- a. The campus environment is safe, secure, and invigorating for all
- b. Civility and respect are adhered to in all interactions
- c. Transparency and effective communication are promoted
- d. There is broad inclusion in decision-making
- e. Collaboration and mutual accountability are encouraged
- f. There is support for faculty, staff, and administrator excellence
- g. A sense of belonging is fostered for all in the campus community

Table 1-3, Mapping of Priorities to Strategic Plan Objectives

Strategic Plan Goal/Objective	Student Success Priority Element	Campus Climate Priority Element
GOAL 1: Enhance Academic Excellence		
Advance faculty excellence in teaching, scholarship, and service	Accomplished faculty (c in operationalized list above)	Employee excellence (f in operationalized list above)
Develop and offer academic programs of the highest quality	Rigorous programs (b)	
Develop and implement a signature NJCU undergraduate experience that develops lifelong learners	Rigorous programs (b); Co-curricular (e)	
Design and enact transformative graduate experiences that develop future leaders and scholars	Access (a); Rigorous programs (b); Accomplished faculty (c)	
GOAL 2: Achieve Student Success: Academic, Personal, and Social		
Graduate academically accomplished individuals with expertise in their discipline and in the university-wide outcomes	Gen Ed competencies (f); Disciplinary competency (g)	

Strategic Plan Goal/Objective	Student Success Priority Element	Campus Climate Priority Element
Advance students' social and personal development	Co-curricular (e)	
Increase retention and degree completion for all students.	Support services (d); Gen Ed competencies (f); Disciplinary competency (g); Progression (h); Graduation (i)	
Enroll a diverse student body that will succeed at NJCU and beyond.	Access (a)	
GOAL 3: Enhance Resources and the University's Capacity to Achieve Vision		
Advance core NJCU values of individual and institutional caring, growth, and excellence		Civility, respect (b); Transparency, communication (c); Inclusion (d) Collaboration, accountability (e); Employee excellence (f); Belonging (g)
Enhance and diversify revenue streams		
Create a state-of-the-art campus to enhance the environment for teaching, learning, living, and working	Co-curricular (e) Rigorous programs (b)	Campus environment (a) Employee excellence (f)
GOAL 4: Strengthen NJCU Identity, Brand, Reputation, and Connections with the Community		
Re-imagine and implement a new public image of NJCU as a diverse urban university of distinction	Rigorous programs (b)	Transparency, communication (c)
Develop strong campus-community relationship		Belonging (g) Campus environment (a)

Conclusions and Next Steps

Based on thorough review of evidence, it was verified that New Jersey City University meets the requirements of Standard I: Mission and Goals.

Pride points include:

- The University's constituents embrace the NJCU mission and work to enhance diversity and access, student success, and community engagement.
- The University's Strategic Plan has been used extensively and consistently to guide decisions and frame actions.

Opportunities for improvement include:

- NJCU can ensure that findings of this Self-Study are used by the Strategic Planning Council during development of the new strategic plan.
- NJCU can support development of unit-level mission statements that align with the University mission.

Items in Evidence Inventory

Criterion 1

S1.001 Mission and goals from 1979 to present

S1.002 Jersey City diversity ranking (per Wallethub, April 2019)

S1.003 Tuition, NJ public institutions (2018-2019 is most recent posted)
S1.004 Digital advertisement samples including reference to low cost/debt
S1.005 Social Mobility Index rankings (per CollegeNet)
S1.006 Workforce development programs, screenshot
S1.007 Community Music School information, screenshot
S1.008 Institute for Financial Literacy and Economic Education, screenshot
S1.009 Center for the Arts brochure, Fall 2019
S1.010 Jersey City cultural asset map press release
S1.011 Community Engagement Center webpage, screenshot and PDF links
S1.012 NJCU mission statement on website, screenshot
S1.013 NJCU mission statement locations, samples
S1.014 Department/program/center missions
S1.015 *Transforming Lives* Strategic Plan, see also URL section of Evidence Inventory
S1.016 Self-Study Design document excerpt
S1.017 Board of Trustees resolution to extend strategic plan, excerpt from minutes
S1.018 Strategic plan accomplishments, Fall 2019 update
S1.019 Materials from December 12, 2019 kickoff meeting of Strategic Planning Council
S1.020 Administrative unit annual assessment template
S1.021 Summary of 2018-2019 administrative assessment
S1.022 Capital Budget Request form requiring articulation of alignment with Strategic Plan
S1.023 Charge and objectives of the University Budget Task Force
S1.024 Institutional Effectiveness Progress Card

Criterion 2

No new artifacts associated with this criterion; S1.015 is uploaded for reference

Criterion 3

No new artifacts associated with this criterion; S1.015 is uploaded for reference

Criterion 4

No new artifacts associated with this criterion

The following artifacts are uploaded for reference: S1.001, S1.015, S1.018, S1.019, S1.020, S1.021, S1.024

CHAPTER 2. Standard II: Ethics and Integrity

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

New Jersey City University meets the requirements of Standard II: Ethics and Integrity.

Introduction

Based on review of the evidence, it is apparent that NJCU develops policies to articulate standards for ethics and integrity, develops practices to bring the policies to life, and periodically reviews their implementation. The primary lines of inquiry for Working Group II were review of policies and the manner in which they are implemented. Concurrent with the Self-Study process, the University established a centralized Policy Library webpage. The need for a single location from which to access policies had arisen as a theme from multiple instances of confusion across divisions (e.g., lack of awareness of existence of policies, disparate versions of policies in circulation). The University is in the process of ensuring that all policies are migrated to this location, and is implementing processes for creation of new policies and ongoing renewal of existing policies (S2.001, under Criterion 1 of the Evidence Inventory). The Self-Study process has both benefited from and assisted with these efforts.

The Working Group also assessed implementation of policies and practices through discussion with appropriate offices and individuals, review of artifacts, and administration of faculty and student surveys. The surveys yielded 190 student responses and 85 faculty responses. The Working Group also reviewed approaches to continuous improvement (Criterion 9). Examples of assessment are discussed in relation to each relevant criterion and also summarized in the *Periodic Assessment (SII.C9)* Section.

Ethics and integrity are integral parts of the University's Strategic Plan (S2.002, under Criterion 1 of Evidence Inventory), particularly in reference to NJCU's core values (Goal 3, Objective 1 [3.1]), provision of affordable education for graduate and undergraduate students (1.4, 2.4), and faculty and staff excellence (1.1, 3.1). These relationships are described in the appropriate sections of this Chapter.

Ethics and integrity are foundational to the following elements of Campus Climate priority: Civility and respect, transparency and effective communication, collaboration and mutual accountability, support for employee excellence, and fostering a sense of belonging. In addition to Campus Climate, Criterion 7 of this Standard is relevant to the affordability component of the Student Success priority. References are made to the priorities throughout this Chapter.

Freedoms, Rights, and Responsibilities (SII.C1)

NJCU is committed to respecting academic freedom, intellectual freedom, freedom of expression, and intellectual property rights for the campus community. The mechanisms supporting these freedoms can enhance aspects of the Campus Climate priority such as civility and respect, and employee excellence.

Academic Freedom

Academic freedom for faculty is protected in the contract of the bargaining unit, the AFT (S2.003, Article V), which assures freedom in: (a) research and publication of results, (b) the classroom, and (c) speaking or writing as a private citizen. The contract also asserts that employees cannot represent themselves as University spokespersons when exercising their rights. Academic freedom extends to adjunct

instructors; a side letter of the adjunct agreement (S2.004) states that “All adjunct faculty included in the unit are covered under the academic freedom policies of the Colleges/Universities where they are employed.”

These policies are well-communicated. The relevant excerpt from the contract is included on the public Policy Library webpage (S2.005); the contracts are accessible via the Human Resources webpage (S2.006). The faculty handbook references relevant sections of the AFT contract (S2.007). In addition, the Senate is updating the handbook, including determining the most appropriate way to reference key aspects of the bargaining agreement (S2.008). This review can contribute to awareness of academic freedom policies, and support Campus Climate efforts toward transparency and communication.

To gain insight for their work, Working Group II explored awareness of academic freedom protections among faculty through a survey (S2.009). The results indicate that 63% of the 85 faculty respondents have a good understanding of the University Academic Freedom policies. The survey also revealed that the frequency of communication regarding these policies presents an opportunity for improvement for the University.

Freedom of Speech

Freedom of speech, as guaranteed by the First Amendment to the U.S. Constitution and Article 1 Section 6 of the New Jersey State Constitution, is protected for all students and employees. The University has policies articulating these rights. For students, rights and responsibilities are in the Student Code of Conduct (S2.010), which guarantees the right to express ideas freely (part M of Student Bill of Rights) and the right to editorial freedom (part N). The Code of Conduct also outlines related responsibilities, including prohibiting behavior that interferes with freedom of expression of others. The Student Code of Conduct is available on the Policy Library webpage (S2.011) and the Dean of Students webpage (S2.012).

Protections for academic freedom for members of the AFT bargaining unit also address freedom of speech. Employees in other bargaining units are assured freedom of speech, as articulated in their contracts: CWA (S2.013, Article 2), IFPTE (S2.014, Article 5), AFSCME (S2.015, Article 5).

In addition, to address societal changes in media and communication, the University instituted a Social Media Policy (S2.016). Grounded in support for First Amendment rights, the policy sets expectations and responsibilities for employees and students related to the use of social media. The policy is included in the Employee Handbook (S2.017) and is on the Policy Library webpage (S2.018).

Intellectual Property Rights

Intellectual property rights are respected for students, faculty, and staff. For faculty, Article XXXIII of the AFT contract (S2.019) describes ownership of copyright, royalties and licenses, and the role of a Copyright Ownership Rights Committee that is constituted, as necessary, to address appeals.

The Academic Integrity Policy (S2.020) defines plagiarism and outlines penalties for students engaging in plagiarism. The policy is in the online catalog (S2.021), the Policy Library webpage (S2.022), and the University Senate webpage (S2.023).

The University also has a Copyright Policy (S2.024) that applies to all employees and students. It provides guidelines relative to copyright, including fair use, library services, and peer-to-peer file sharing. The Information Technology Department also maintains a “Keep it Legal” webpage (S2.025) that provides information related to copyright, with an emphasis on electronic materials.

Climate Respecting Diversity (SII.C2)

As described in Chapter 1, diversity is core to NJCU's identity. Respect for diversity is relevant to several aspects of the Campus Climate priority including: Civility and respect, and sense of belonging. This Section of this Chapter reviews diversity statistics, describes the University's efforts to ensure a climate that respects diversity, and discusses the results of the assessment of this climate.

Student and Employee Diversity

NJCU is ranked top among NJ regional universities for campus ethnic diversity (S2.026). For undergraduates, 39% Latinx, 24% Black/African-American, 19% White, 8% Asian, and 10% of other or not specified race/ethnicity. Approximately 58% is first-generation, and 61% receive Pell grants.

Table 2-1 displays race/ethnicity of employees, by type. Approximately two-thirds of the classified and professional staff are minority (Asian, Black/African-American, or Latinx). For managers, it is less (44%), although the 13% of managers choose not to disclose their race/ethnicity.

Table 2-1, Ethnicity of Employees by Employee Type

	Full-Time Faculty	Managerial Staff	Classified and Professional Staff
Asian	18%	8%	11%
Black/African-American	12%	20%	32%
Latinx	9%	16%	24%
White	56%	42%	28%
Other	1%	1%	2%
Not Specified	5%	13%	4%

Faculty diversity lags slightly behind at 39%. Based on 2017 IPEDS data (the most recent available as of this analysis), the distribution is on par with NJ peers and national Hispanic Serving Institutions (S2.027). However, NJCU has made enhancing diversity a priority. In 2017, the University began utilizing specialized recruiting resources for faculty positions such as the Black Doctoral Network and the American Association of Hispanics in Higher Education. The percentage of African American applicants rose from 23% in 2017 to 29% in 2019; for Latinx applicants, the percentages rose from 12% to 18%. There has been an associated increase in diversity of new hires; five of the 14 (36%) new faculty in Fall 2019 were Black/African-American or Latinx, compared to two of 11 (18%) in Fall 2017.

In addition, in Fall 2019, the University launched an online training program in diversity and inclusion (S2.028). The rollout began with senior administrators and involved completing online modules in (a) diversity and inclusion and (b) managing unconscious bias. These initiatives contribute to a positive campus climate as they explicitly acknowledge the value of a diverse campus community.

Respect for Diversity

NJCU embraces and supports diversity, as evidenced by multiple groups and organizations devoted to improving respect for diversity on campus and beyond. These groups include:

- The Black Alumni, Administrators, Faculty, Students and Staff Organization (BAAFSSO), which seeks to bring together the campus' Black community. Focus areas include communicating ideas from diverse areas and eliminating racial and sexual discrimination (S2.029).

- The Center for Latin American, Caribbean and Latinx Studies, which was approved by the Senate and Board of Trustees in Spring 2019 (S2.030). The Center began work in Fall 2019 by sponsoring the LATI Colloquium (S2.031).
- The Council on Hispanic Affairs (CHA), which is an advocacy group of faculty, staff, and students that seeks to increase awareness of and appreciation for Latin American culture (S2.032).
- The Lee Hagan Africana Studies Center, which promotes academic excellence and social responsibility (S2.033). In addition to cultural programming and workshops, the Center is actively involved in connecting students with scholarship funding.
- The President's Diversity and Inclusion Council (PDIC), which explores issues such as diversity in faculty hiring and vendor selection, diversity and civility, and diversity in programming.
- The Speicher-Rubin Women's Center for Equity and Diversity, which is committed to creating an inclusive community and fostering respect for diversity (S2.034). The Center offers a variety of programs and training.

Assessment of Respect for Diversity

Several of the University's periodic assessments address diversity, and the results of recent survey administrations attest to the positive climate around diversity that exists on campus. At the student level, in 2017, NJCU participated in the Inclusiveness and Engagement component of the National Survey of Student Engagement (NSSE, S2.035). For both first year and senior students, NJCU scores were higher than peer institutions on questions related to a supportive environment for diversity and an emphasis on respect for diversity. Upon deeper analysis, it is noted that first-year students rated the University higher than seniors, which could be due to recent emphasis on first-year programming. Additional analysis is required. The University Senate recently took up review of the current NSSE results, with the intent of making recommendations to improve future outcomes (S2.036).

The employee perspective was captured in the 2018 Great Colleges to Work For survey. The University's commitment to diversity, equity, and inclusion was one of the four strengths noted. Departmental environments, in particular, were places where "employees feel comfortable expressing themselves regardless of race, class or culture differences" (S2.037, page 17 and page 23).

That same survey also found room for improvement regarding respect and appreciation, and communication and collaboration (see pp. 30-33). Although the statements were not related to diversity per se, the impact could affect the climate of respect for diversity. The University established a Civility Task Force to address these areas. The task force began work in September 2019 (S2.038) and will present its recommendations at a campus-wide town hall in Spring.

For managers, the University assesses behaviors as well as perceptions. The Annual Managerial Performance Evaluation (AMPE) assesses fostering of respect for diversity (S2.039).

Grievance Policies and Practices (SII.C3)

NJCU is committed to fairness and impartiality in resolving grievances for students and employees. For students, there are procedures for academic grievances and for accusations of code of conduct violations. For employees, bargaining units have procedures related to grievances and to discrimination. The University addresses accusations of sexual violence or harassment brought by both students and employees per Title IX regulations.

Student Academic Grievances

The Academic Grievance/Appeal Procedure is appropriate for student complaints related to grading, course requirements, attendance, and academic integrity (S2.040). The procedure begins with a discussion between the student and faculty member. If resolution is not possible, the policy outlines the hierarchical path for appeals: To chairperson, to dean, to Senate and Provost. For cases of expulsion only, there is an option for a final appeal to the President. These procedures can be found in various locations on the University website, including the Policy Library webpage (S2.041), the online catalog (S2.042), and University Senate webpage (S2.043).

There is a specific grievance procedure for students with a documented disability who are denied a request for reasonable accommodations (S2.044). The procedure mirrors the Academic Grievance procedure, with the addition of an initial step requiring the complaint be sent to the Director of the Office of Specialized Services and Supplemental Instruction (OSS/SI). This is accessible from the Policy Library webpage (S2.045) and the online catalog (S2.046).

The survey conducted by the Working Group also assessed awareness of grievance policies. For adjunct and full-time faculty, 81% of the 85 respondents indicated that they were aware or very aware of the grievance policy (S2.047). Conversely, 45% of the 190 students were aware or very aware (S2.048). Based on their experience resolving grievances, the Working Group members speculated that the confusion may have been with specific terminology. This interpretation is consistent with discussions in the Senate. Citing confusing terminology, the Senate is currently reviewing the grievance procedure with the goal of clarifying wording and the presentation of dates (S2.049).

Grievances are tracked beginning at the dean level. Table 2-2 displays number of grievances, by level. It is apparent that the majority of student grievances are resolved at the dean level. This suggests a level of fairness in that few decisions are appealed. The table also indicates a substantial decrease in grievances rising to the dean level in 2018-2019. This suggests that resolution of student issues at the individual faculty level is increasing. As of this writing, however, the University does not track grievances that are addressed at the faculty or department level, so this hypothesis cannot be examined. The Senate is working to establish a workflow/tracking mechanism. The use of a system that captures the earlier levels would enhance understanding of commonalities and potential systemic issues that need to be reviewed. This could further contribute to student success by helping to ensure timely academic progress.

Table 2-2, Number of Grievances by Stage in Process

	2015-2016	2016-2017	2017-2018	2018-2019
Dean Level	22	13	19	6
Senate/Provost	8	6	1	1

Discussion of distance education complaint procedures is included in the Compliance Report.

Student Code of Conduct Violations

The Student Code of Conduct (S2.050) outlines prohibited behaviors and defines procedures to resolve charges against students. The process is administered by the Office of the Dean of Students. As indicated, the Student Code of Conduct is available on the Policy Library webpage (S2.051), and linked through the Dean of Students webpage (S2.052). In addition, consequences of violations are discussed in the Orientation to College course, which is taken by first-time freshmen (S2.053).

Employee Grievances and Accusations of Discrimination in the Workplace

NJCU categorizes disputes as either labor relations or employee relations issues. For labor relations issues, represented employees have delineated grievance rights in their contracts for allowable areas including: Alleged breaches, misinterpretations, or improper application of collectively negotiated contracts; or arbitrary or discriminatory applications of, or failure to act pursuant to, the applicable policies or rules of the Board of Trustees, or applicable regulations or statutes which establish terms and conditions of employment (Article VII of AFT, S2.054; Article 4 of CWA, S2.055; Article 7 of IFPTE, S2.056; Article 7 of AFSCME, S2.057).

If a concern is not applicable as a contract issue, it is classified as an employee relations issue. Such concerns can range from simple procedural questions to more complex matters such as an interpersonal relationship with a manager or colleague. Employees can bring such concerns to the Human Resources Department. In all cases, if an employee relations issue is related to Equal Employment Opportunity (EEO) or Title IX, the Human Resources Department may refer the matter for appropriate handling.

Employees are also covered under the policy prohibiting discrimination in the workplace, which defines protected classes and discriminatory behavior, and outlines procedures for reporting alleged violations (S2.058). The policy is administered by the Equal Employment Opportunity/Affirmative Action (EEO/AA) Office and is available through the EEO/AA webpage (S2.059) and the Policy Library webpage (S2.060). It is also distributed with new-employee onboarding materials (S2.061). In addition, faculty and staff are informed annually of the policy, and are asked to acknowledge receipt of this notification (S2.062).

Discrimination Based on Sex

Consistent with Title IX requirements, NJCU provides information for all faculty, staff, and students related to discrimination based on sex. Information is available in the online catalog (S2.063), the Policy Library webpage (S2.064), the Dean of Students webpage (S2.065), and the Faculty One-Stop webpage (S2.066). Faculty and staff participate annually in online Title IX training (S2.067).

Conflicts of Interest (SII.C4)

NJCU seeks to avoid conflicts of interest for its employees, which enhances the element of Campus Climate related to mutual accountability. Under the NJ Conflicts of Interest Law, N.J.S.A. 52:13D-12 et seq (S2.068), the Uniform Code of Ethics is the primary conflict of interest code applicable to employees and members of the Board of Trustees. NJCU has developed a Supplemental Code of Ethics (S2.069) that establishes the role of an Ethics Liaison Officer and outlines standards related to financial interests, contracts, and employment. University Council serves as NJCU's Ethics Liaison Officer. Policies and procedures are distributed during new employee onboarding (S2.070), and are accessible via the Policy Library webpage (S2.071). Additionally, the Ethics Officer periodically sends notifications to the University community (S2.072). The commitment to avoiding conflicts of interest is reinforced as a responsibility of campus leaders and assessed through the Annual Managerial Performance Evaluation (AMPE) (S2.073).

Employment Policies and Practices (SII.C5)

The University is committed to fairness and impartiality in employment, and has clearly articulated policies and practices. The delineation of practices enhances aspects of the Campus Climate priority including transparency, communication, and support for employee excellence.

Faculty

Faculty hiring is guided by the Search Committee Toolkit (S2.074). Pursuant to New Jersey law (NJ Rev Stat § 18A:60-16), tenure-track faculty reappointed and employed for six consecutive years attain tenure (S2.075). The reappointment and tenure process involves review by the Department Personnel Committee (DPC), Chair, Dean, Provost, and President (S2.076). Tenure is granted by the Board of Trustees, on recommendation of the President. Professional development opportunities for faculty are described in Chapter 3.

In 2017, the University administered the COACHE (Collaborative on Academic Careers in Higher Education) faculty survey. Faculty rated satisfaction with tenure policies as 3.3 (out of 5) and clarity of tenure expectations as 3.2 (S2.077). In the context of the 25 areas measured, these results are among the nine areas rated over 3.0, suggesting that there is basic understanding of the tenure process.

NJCU compared less favorably to peer institutions (CUNY Queens, Florida International University, Montclair State University, Stockton University, and SUNY Buffalo State College) and to the COACHE cohort overall (S2.078). This was true for both tenure and promotion. For instance, NJCU was lower on most elements of tenure policies, and also on clarity of expectations regarding scholarship and role as a campus citizen. There were no differences with respect to expectations for teaching, collegiality, and the relationship to the community.

The Senate has sought to clarify understanding of expectations. The College of Arts and Sciences' 2016-2017 annual administrative assessment report referenced a rubric used to evaluate faculty for promotion and tenure. To increase transparency and to assist faculty in preparing promotion and reappointment materials, the Senate requested copies of this instrument. The administration declined to engage with the Senate, citing the fact that it is a labor issue and thus not under the purview of the Senate (S2.079).

Promotion and range adjustments are separate from reappointment and tenure decisions, but they also require review at numerous levels (see S2.080 for promotion and S2.081 for range adjustments). These processes include another layer of shared governance with faculty-led committees.

In addition, the AFT contract has procedures in place for post-tenure review, but local negotiation is required for implementation. These procedures are not currently being implemented at NJCU. Because post-tenure review can be facilitative to student success, this is an area that could be explored.

AFT Professional and Civil Service Staff

The toolkit related to faculty searches also applies to AFT professional staff (S2.074). AFT staff have annual or multi-year appointments that include procedures for evaluation (S2.082). There are separate procedures for promotion (S2.083).

Practices for Civil Service positions are governed by the New Jersey Civil Service Guidelines (Title 11) (S2.084) and the appropriate agreement: CWA (S2.085), IFPTE (S2.086), or AFSCME (S2.087). These are reflected in the guidelines for hiring civil service staff (S2.088). These staff members are evaluated annually per NJ State procedures (S2.089).

Managerial Staff

Guidance for hiring managerial staff includes the Unclassified Employee Recruiting Guidelines (S2.090) and the Search Committee Toolkit (S2.074). The Senate has representation on search committees for academic positions at the dean level or higher (S2.091). For executive positions, the University often employs a search firm. For instance, Academic Search was employed for the 2019 Vice President of Student Affairs and Enrollment Management search (S2.092).

As indicated previously, managers engage in the Annual Managerial Performance Evaluation (AMPE) (S2.093). This involves self-assessment, assessment by supervisor, and a joint meeting to review results and set goals for the coming year. The Senate has expressed an interest in contributing to the evaluation of select members of the administration (S2.094) and began discussing with Human Resources (S2.095). The Provost joined the discussions in Fall 2019, and an agreement was reached to postpone consideration. This was based in part on financial considerations and in part on the need for the Provost to establish her working relationship with the Senate and faculty.

In 2016, NJCU contracted with Sibson Consulting to assess managerial salary and titling structures. The results of this study, that included an external benchmarking analysis of each job title, prompted a change in compensation philosophy from a legacy, internally-based system to one that is based on the external job market that is calibrated to internal equity considerations (S2.096). This philosophy was enacted in 2018, and contributes to fairness in evaluation, compensation, and promotion.

Truthfulness in Communication (SII.C6)

NJCU is committed to honesty, accuracy, and truthfulness in internal and external communications. A key channel for communication is electronic media, which is defined to include University public and portal websites, email, and social media. Per the Communication Policy (S2.097), the Office of Marketing and Communications (OMC) has responsibility for the creation of official publications. To maintain integrity of information, the OMC adheres to workflow processes and guidelines. For example, updates to webpages made by departments flow through OMC for final review before being published. In addition, official social media channels are subject to the University's Social Media Guidelines (S2.098), which include direction related to accuracy.

Information for web, print, email, and oral communication is fact-checked before presentation. For statistical information, official data from IPEDS or New Jersey Office of the Secretary of Higher Education (NJ OSHE) are utilized when possible. For other types of assertions, information is cross-checked with the appropriate offices. These practices help ensure a positive campus climate in that the community is receiving well-vetted information.

Affordability and Accessibility of Education (SII.C7)

NJCU is committed to ensuring that students understand the cost of attendance, and to providing financial support to those in need. Access and affordability are key to the mission and strategic goals of the University, and are central elements of the Student Success priority. These goals are emphasized in the goals of the Financial Aid Office (S2.099) to make "higher education a reality for students who would otherwise be unable to attend."

Approximately 75% of first time full time freshmen and 61% of all undergraduates receive Pell aid. NJCU offers merit-based scholarships to first-time and transfer students (see Table 2-3 for summary).

Table 2-3, Merit Scholarship Criteria and Award Amounts

Scholarship	Freshman Criteria & Award Amount	Transfer Criteria & Award Amount
Presidential	3.0 GPA, 1270 SAT; \$11,000 annually	AA/AS degree, 3.7 GPA; \$11,000 annually
Top of the Class	Top 10% class; \$8,000 annually	
Green and Gold	3.0 GPA, 1170 SAT; \$6,000 annually	AA/AS degree, 3.5 GPA; \$8,000 annually
Gothic Knight	3.0 GPA, 1080 SAT; \$4,000 annually	AA/AS degree, 3.25 GPA; \$3,000 annually
Golden Gothic		30 credits, 3.25 GPA; \$2,000 annually

NJCU also provides need-based aid to students through several programs. The most wide-reaching is the Debt-Free Promise program (S2.100) for first-time full-time New Jersey freshmen with a household income of less than \$60,000. The program provides funding for tuition balances that remain after federal and state aid is awarded. Since its inception in 2016, this program has served over 250 students who had tuition gaps after aid was awarded. In Fall 2018, the University launched a \$500 textbook voucher program for incoming freshmen. Students with a family income of \$60,000 or less and who agree to meet with their advisor twice per semester are eligible for the program. In its first semester, over 330 students took part. The University also provides immediate assistance through the President's Emergency Fund, which helps students on a case-by-case basis. In 2018-2019, approximately 100 students received an average award of \$1,693 from this fund.

The primary source of University aid for graduate students is graduate assistantships. These are described in Chapter 3 of this document.

Understanding funding choices is critical to student success. The Financial Aid Office provides a myriad of resources to students, including face-to-face and online counseling; "FAFSA filing" drives; a net price calculator (S2.101); an online financial literacy tutorial, CashCourse (S2.102); and the Financial Aid TV channel, with video-based answers in Spanish and English to frequently asked questions (S2.103). The Financial Aid Office also partners with the Office of Student Outreach and Retention (SOAR) and the University Advising Center (UAC) which promote these resources.

Financial literacy is also embedded in the curriculum. Students may take a General Education course in on Financial Literacy that seeks to develop among students "lifelong strategic financial management skills to grow into responsible citizens, smart consumers and successful economic units" (S2.104). Since Fall 2015, over 600 students have enrolled in this course. In addition, in 2019 the School of Business opened the Institute for Financial Literacy and Economic Education, which is devoted to improving the financial literacy skills of individuals throughout the entire region (S2.105).

Federal, State, and Commission Compliance (SII.C8)

NJCU complies with all applicable federal, state, and Commission requirements. Table 2-4 describes the compliance with the MSCHE Requirements of Affiliation, and Table 2-5 describes compliance with other federal, state, and MSCHE policies.

Table 2-4, Location of Evidence Related to Compliance with Commission Requirements of Affiliation

Requirement of Affiliation	Evidence
1. Authorization/licensure	State authorization (S2.106)
2. Operational	IPEDS reported enrollment (S2.107)
3. Candidate institutions	Not applicable
4. Communicate in English	Representative communication (S2.108)

Requirement of Affiliation	Evidence
5. Federal and state regulation compliance	Compliance Report (S2.109)
6. Commission compliance	Table 2-5
7. Mission and goals	Chapter 1
8. Evaluation of program outcomes	Compliance Report (S2.109), Chapter 3, Chapter 4, Chapter 5, Chapter 6
9. Student learning programs	Chapter 3, Chapter 5
10. Planning and goals	Chapter 1, Chapter 3, Chapter 4, Chapter 5, Chapter 6
11. Financial resources	Chapter 6
12. Governance structure	Chapter 7
13. Governing Board	Chapter 7
14. Accurate information	Chapter 7, Compliance Report (S2.109)
15. Faculty	Chapter 3

Table 2-5, Location of Evidence of Compliance with Federal, State, and Commission Policy

Federal, State, Commission Policy	Evidence
Disclosure of retention, graduation, certification pass rates	Compliance Report
Substantive change	Recent substantive change request (S2.108)
Family Educational Rights and Privacy Act (FERPA)	Chapter 4
Minimum standards for Satisfactory Academic Progress (SAP)	Explanation on Financial Aid webpage (S2.110)
Title IX compliance	<i>Grievance Policies and Practices (SII.C3)</i> Section of this Chapter

Periodic Assessment (SII.C9)

The University periodically assesses criteria related to ethics and integrity. As described in this Chapter, student, faculty, and staff surveys (NSSE, COACHE, and Great Colleges to Work For) assess policies, practices, and campus climate. Similarly, the Institution revises practices based on feedback and identified gaps, such as revising the grievance procedure and tracking mechanism, developing the Policy Library webpage, and revising the faculty handbook.

In addition, the role of the Internal Auditor includes assessing the extent to which policies and procedures are followed and recommending improvements (S2.111). For instance, a review of time and attendance processes resulted in a clarification of employee responsibilities (S2.112). The University also supports constituents' ability to report policy violations; NJCU utilizes In2Vate, which allows anonymous reporting of ethics violations (S2.113). This program is a successor to EthicsPoint. EthicsPoint was a tool for anonymously reporting only financial fraud and waste, but was being used to report perceived violations of ethics that were more broadly defined. The move to In2Vate is a recognition of the need for a more comprehensive system. Further, as component of the program, NJCU established a Collective Risk Management Team, including the Internal Auditor and representatives from Legal, Finance, Academic Affairs, and Human Resources. Results of case investigations will be provided to the Board of Trustees.

Relationship of Standard II to Self-Study Priorities

Meeting the criteria in Standard II is critical to the University's commitment to the Student Success and Campus Climate priorities. Commitment to diversity, to providing an affordable education, and to clarifying grievance policies support efforts to ensure student success.

Campus climate is enhanced by policies related to academic freedom, freedom of expression, avoidance of conflicts of interest, prohibition of discrimination, and resolutions of grievances. Efforts underway to increase diversity among faculty can also positively impact campus climate. Further, the Senate's commitment to updating the faculty handbook and clarifying grievance procedures for students is an indicator of ensuring a positive campus climate. Similarly, the work of the Civility Task Force could positively impact campus climate. Finally, the Policy Library webpage, by increasing knowledge and understanding among all, can contribute to a positive campus climate.

Conclusions and Next Steps

Based on thorough review of evidence, it was verified that New Jersey City University meets the requirements of Standard II: Ethics and Integrity.

Pride points include:

- The University is committed to providing an affordable education for all students.
- The University is committed to enhancing transparency, accountability, and consistency around policies.

Opportunities for improvement include:

- NJCU can enhance efforts to recruit diverse faculty.
- In updating the faculty handbook, NJCU has an opportunity to enhance campus climate by increasing understanding of vital policies and practices for faculty.
- NJCU can make an effort to communicate more clearly student grievance procedures and to create a tracking system that captures data at an earlier point in the grievance process.
- NJCU has an opportunity to enhance student success through thoughtful and collaborative implementation of post-tenure faculty review.

Items in Evidence Inventory

Criterion 1

- S2.001 Policy Development and Renewal recommendations from consultant review
- S2.002 *Transforming Lives* Strategic Plan, see also URL section of Evidence Inventory
- S2.003 AFT contract, Article V, academic freedom
- S2.004 Adjunct contract, academic freedom side letter
- S2.005 Academic freedom policy on Policy Library webpage, screenshot
- S2.006 Contracts as linked to Human Resources webpage, screenshot
- S2.007 Faculty handbook excerpt, academic freedom
- S2.008 Call for participation in committee to update handbook
- S2.009 Results of informal faculty survey regarding academic freedom
- S2.010 Student Code of Conduct
- S2.011 Student Code of Conduct on Policy Library webpage, screenshot
- S2.012 Student Code of Conduct on Dean of Students webpage, screenshot
- S2.013 CWA contract, Article 2, freedom of speech

- S2.014 IFPTE contract, Article 5, freedom of speech
- S2.015 AFSCME contract, Article 5, freedom of speech
- S2.016 Social media policy
- S2.017 Employee handbook, excerpt with social media policy
- S2.018 Social media policy on Policy Library webpage, screenshot
- S2.019 AFT contract, Article XXXIII, copyright ownership
- S2.020 Academic integrity policy
- S2.021 Academic integrity policy in catalog, screenshot, see also URL section of Evidence Inventory
- S2.022 Academic integrity policy on Policy Library webpage, screenshot
- S2.023 Academic integrity policy on Senate webpage, screenshot
- S2.024 Copyright policy
- S2.025 Keep it Legal" webpage, screenshot

Criterion 2

- S2.026 U.S. News ranking for campus ethnic diversity, regional north universities
- S2.027 Race/ethnicity faculty comparison, 2017 IPEDS data
- S2.028 Diversity and inclusion training announcement
- S2.029 Black Alumni, Administrators, Faculty, Students and Staff Organization webpage, screenshot
- S2.030 Center for Latin American, Caribbean and Latinx Studies Proposal
- S2.031 LATI Colloquium announcement
- S2.032 Council on Hispanic Affairs webpage, screenshot
- S2.033 Lee Hagan Africana Studies Center webpage, screenshot
- S2.034 Speicher-Rubin Women's Center for Equity and Diversity webpage, screenshot
- S2.035 2017 NSSE Inclusiveness and Engagement survey results
- S2.036 Student Affairs Committee report to University Senate from October 2019 meeting
- S2.037 2018 Great Colleges to Work For survey results, presentation
- S2.038 2019 Civility Task Force description
- S2.039 Annual Managerial Performance Evaluation, see diversity items under "people leadership" and "NCJU core values"

Criterion 3

- S2.040 Academic grievance/appeal procedure
- S2.041 Academic grievance/appeal procedure on Policy Library webpage, screenshot
- S2.042 Academic grievance/appeal procedure in catalog, screenshot, see also URL section of Evidence Inventory
- S2.043 Academic grievance/appeal procedure on Senate webpage, screenshot
- S2.044 Reasonable accommodation grievance procedure for students with disabilities
- S2.045 Reasonable accommodation grievance procedure on Policy Library webpage, screenshot
- S2.046 Reasonable accommodation grievance procedure in catalog, screenshot, see also URL section of Evidence Inventory
- S2.047 Results of informal faculty survey regarding grievances
- S2.048 Results of informal student survey regarding grievances
- S2.049 Senate minutes regarding review of grievance procedure
- S2.050 Student code of conduct
- S2.051 Student code of conduct on Policy Library webpage, screenshot
- S2.052 Student code of conduct on Dean of Students webpage, screenshot
- S2.053 Orientation to College syllabus

- S2.054 AFT Contract, Article VII, grievances
- S2.055 CWA Contract, Article 4, grievances
- S2.056 IFPTE Contract, Article 7, grievances
- S2.057 AFSCME Contract, Article 7, grievances
- S2.058 Policy prohibiting discrimination in the workplace
- S2.059 Policy prohibiting discrimination in the workplace on EEO/AA webpage, screenshot
- S2.060 Policy prohibiting discrimination in the workplace on Policy Library webpage, screenshot
- S2.061 Onboarding materials list including prohibiting discrimination in the workplace, screenshot
- S2.062 Example annual notice on policy prohibiting discrimination in the workplace
- S2.063 Title IX information in catalog, screenshot, see also URL section of Evidence Inventory
- S2.064 Title IX information on Policy Library webpage, screenshot
- S2.065 Title IX information on Dean of Students webpage, screenshot
- S2.066 Title IX information on faculty one-stop webpage, screenshot
- S2.067 Notice of annual Title IX training requirement

Criterion 4

- S2.068 NJ Conflicts of Interest Law, N.J.S.A. 52:13D-12 et seq
- S2.069 NJCU supplemental code of ethics
- S2.070 Onboarding materials list including conflict of interest information, screenshot
- S2.071 Supplemental code of ethics on Policy Library webpage, screenshot
- S2.072 Example notification of conflict of interest email
- S2.073 Items from managerial performance forms related to conflict of interest and ethical behavior

Criterion 5

- S2.074 Search committee toolkit
- S2.075 NJ law regarding tenure, NJ Rev Stat § 18A:60-16
- S2.076 Faculty reappointment process
- S2.077 COACHE survey results related to tenure, NJCU only
- S2.078 COACHE survey results related to tenure and promotion, comparative
- S2.079 Minutes from Senate meetings regarding request for rubrics used for promotion and tenure
- S2.080 Faculty promotion procedures
- S2.081 Faculty range adjustment procedures
- S2.082 Reappointment procedures for AFT staff
- S2.083 Promotion procedures for AFT staff
- S2.084 New Jersey Civil Service Guidelines, Title 11
- S2.085 CWA employee practices (list of contract elements)
- S2.086 IFPTE employee practices (list of contract elements)
- S2.087 AFSCME employee practices (list of contract elements)
- S2.088 Reference guide for hiring of Civil Service staff
- S2.089 Information on annual evaluations for CWA, IFPTE, and AFSCME employees
- S2.090 Unclassified employee recruiting guidelines
- S2.091 Senate representation on search committees for academic positions at dean level or higher
- S2.092 Search information for Vice President of Student Affairs and Enrollment Management (VPSAEM)
- S2.093 Annual Managerial Performance Evaluation guidelines
- S2.094 Senate proposal for faculty and staff input on evaluation of administrators
- S2.095 Update on Senate Administration discussion of administrative evaluation
- S2.096 NJCU compensation philosophy

Criterion 6

- S2.097 Communication policy
- S2.098 Social media guidelines

Criterion 7

- S2.099 Financial Aid webpage, screenshot
- S2.100 Debt-free promise webpage, screenshot
- S2.101 Net price calculator, screenshot
- S2.102 CashCourse, financial aid tutorial
- S2.103 Financial Aid TV webpage, screenshot
- S2.104 Financial Literacy course description
- S2.105 Institute for Financial Literacy and Economic Education webpage, screenshot

Criterion 8

- S2.106 New Jersey Authorization
- S2.107 IPEDS reported enrollment information
- S2.108 Text from 2018 MSCHE substantive change request
- S2.109 Compliance report
- S2.110 Satisfactory academic progress information on Financial Aid webpage, screenshot

Criterion 9

- S2.111 Internal Auditor's audit plan
 - S2.112 Time and attendance policy email
 - S2.113 In2Vate employee reporting line summary
- In addition, the following artifacts have been uploaded for reference: S2.001, S2.008, S2.009, S2.035, S2.036, S2.037, S2.038, S2.047, S2.048, S2.077, S2.078

CHAPTER 3. Standard III: Design and Delivery of the Student Learning Experience

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

New Jersey City University meets the requirements of Standard III: Design and Delivery of the Student Learning Experience.

Introduction

Based on review of the evidence, it is apparent that NJCU has rigorous academic programs that are taught by qualified faculty. Further, it is clear that students are provided sufficient learning opportunities and information to complete their programs. Finally, the University engages in ongoing review of the quality and relevancy of its programs.

The primary line of inquiry for Working Group III was review of program and curriculum documents and related policies. The Group also analyzed information on faculty, program characteristics, and student perceptions. Working Group III also collaborated with Working Group V. Group III also reviewed approaches to continuous improvement (Criterion 8). Assessment practices are discussed in relation to relevant criteria and summarized in the *Periodic Assessment (SIII.C8)* Section of this Chapter.

The student learning experience is fundamental to NJCU's mission, and core to the Strategic Plan (S3.001, listed under Criterion 1 of the Evidence Inventory). Enhancing academic excellence is a goal of the Plan, which includes objectives related to faculty excellence in teaching, scholarship, and service (Goal 1, Objective 2, [1.2]); high-quality academic programs (1.2, 1.4); and developing signature undergraduate experiences that include a robust general education program and various experiential learning opportunities (1.3). Relevant relationships to the Plan are described in the appropriate sections of this Chapter.

Design and delivery of the student learning experience are fundamental to the Student Success priority, particularly the elements related to rigorous programs that prepare students for future success, interaction with accomplished faculty, and student progression toward degree. Standard III is also relevant to the Campus Climate priority, including collaboration and accountability, transparency, and support for faculty excellence. These areas are described in the appropriate sections of this Chapter.

The evidence in this Chapter also addresses Requirements of Affiliation (ROA) #8, #9, #10, and #15.

Academic Programs (SIII.C1, ROA #8, ROA #9, ROA #10)

NJCU's academic programs are appropriate in length for higher education and are designed to foster a coherent student learning experience and support synthesis of learning. Program quality is a key component of the Strategic Plan, which emphasizes developing and revising programs in areas of opportunity and demand (1.2). The University ensures rigor and coherence for programs through multiple avenues: Course and program approval procedures, five-year program review or disciplinary accreditation self-studies, and adherence to graduation and degree requirements. These processes are described in this Section. First, an overview of academic offerings is provided.

Overview of Academic Programs

The University offers undergraduate and graduate programs across four colleges (S3.002):

- William J. Maxwell College of Arts and Sciences, offering programs in the arts, humanities, social sciences, and sciences;
- School of Business, offering programs in accounting, economics, finance, management, and marketing;
- Deborah Cannon Partridge Wolfe College of Education, offering programs in P-12 instruction and supervision, counseling, and higher education;
- College of Professional Studies, offering programs in health professions, safety, and security.

Several of these programs are new; over the past three years, the University has developed 12 majors, 13 minors, and six specializations (S3.003). The level and subject matter vary – e.g., BS in Entrepreneurship, MAT in Special Education with a specialization in Autism Spectrum Disorders, and Ed.D. in Community College Leadership – but have in common an emphasis on addressing the needs of the ever-changing job market.

At the undergraduate level, there are 47 degree programs, 16 certificate/certification programs, and 50 minors. Bachelor degrees require 120 credit hours, the state-mandated maximum (S3.004), and include study in general education and in a major discipline. Consistent with the Strategic Plan, the 2015 General Education program revision reduced the credit hours from 66 to 45, which has allowed the University to encourage students to pursue a minor to enhance broaden career and job prospects. In Spring 2015, immediately before the new General Education program launched, 233 students were pursuing minors. In Spring 2019, there were 409 students pursuing minors, a 75% increase.

The University offers 30 graduate programs – 26 master, one post-master, three doctoral. NJCU also offers 20 certificate/certification/endorsement programs. Reflecting the University's history as a teacher training school, the majority of graduate programs are in the College of Education.

Online programs are subject to the same processes and procedures as are on-campus programs. NJCU is a member of the State Authorization Reciprocity Agreement (SARA), which affords it the ability to offer programs to students in other SARA-member states without securing individual state approvals. At the Undergraduate level, two minors (Computer and Information Systems, and Latin American, Caribbean and Latino Studies) and one certificate (Geographic Information Science) are offered online. The University offers online graduate programs including Educational Technology MA, Reading Specialist MA/Certificate, Special Education MAT, Assistive Technology Certificate, School Nurse Certificate, and MS National Security Studies.

New Course Approval Procedures

Course rigor and coherence are established through a multi-step approval process that includes faculty committees (departmental, college, and Senate) and the administration (dean and Provost) (S3.005). These procedures apply to all courses, regardless of mode of instruction. Mode of instruction is not a component of course approval.

Course proposals must include rationale for the course; student learning outcomes; an explanation of instructional procedures; a mapping of instructional procedures to learning outcomes; information on assessment of student learning outcomes; grading procedures; and weekly schedule (S3.006). Learning outcomes should address higher-order skills such as analysis, evaluation, and creation.

To permit programs to address immediate needs, courses can be run for one semester under temporary status while undergoing review for permanent approval. The temporary approval process requires endorsements at the department, college, and Provost's Office levels. Because the course approval process is vital to establishing course rigor, in April 2019, the Senate sought to enhance safeguards to ensure that temporary courses do not inadvertently run more than one semester (S3.007). Since the passage of the resolution, the University has implemented an online curriculum management platform, CIM (from CourseLeaf) which should increase efficiency, transparency, and accountability.

New Program Approval Procedures

Program rigor and coherence are addressed during program development. The review process is similar to that for courses, with additional phases. At the Senate level, review is conducted from a budgetary perspective as well as the curricular perspective. In addition, the Board of Trustees must approve the creation of new programs. Programs are reviewed by an external consultant and then submitted to the New Jersey Presidents' Council for final approval by the State (S3.008, pp. 7-13). The Council is an advisory board comprised of Presidents New Jersey institutions, which makes recommendations to the Office of the Secretary of Higher Education regarding program approval. These procedures apply to all programs, regardless of mode of instruction.

Program proposals are required to include information on the following elements: Need for the program, relationship of program to the strategic plan, program-level student learning outcomes, curriculum map, plan for assessment of student learning, plan for periodic program evaluation (e.g., alumni employment data, employer ratings, alumni satisfaction), course listing and requirements, enrollment management plan, faculty needs, and required resources (S3.008, pp. 11-13).

New program development is vital to the University's ability to stay competitive in the changing educational and global landscape. Anecdotally, both faculty and administrators had expressed frustration with the length of time to secure approvals. Thus, in Spring 2018, the Senate and Administration established binding timelines for the Senate phases of approval (S3.009). The CIM curriculum management platform can support adherence to this agreement.

Program and Course Renewal Procedures

The University has processes for periodic course renewal and program renewal to ensure that rigor and coherence are maintained. One method, program-level student learning outcomes assessment, is discussed in Standard 5. Other renewal processes are discussed in this Section, including: Disciplinary accreditation review, program review, and assessment of student perceptions.

Disciplinary Accreditation

The departments/programs with external accreditation or national recognition undergo periodic reaffirmation (see below and S3.010):

- Art and Media Arts, accredited by the National Association of Schools of Art and Design (NASAD)
- Business, accredited by the Accreditation Council for Business Schools and Programs (ACBSP)
- Counseling, accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP)
- Education, accredited by the Council for the Accreditation of Educator Preparation (CAEP) (with an extension under Teacher Education Accreditation Council (TEAC) for advanced programs)

- Music, accredited by the National Association of Schools of Music (NASM)
- Nursing, accredited by the Commission on Collegiate Nursing Education (CCNE)
- School Psychology, recognized by the National Association of School Psychologists (NASP)

The periodic review these programs undertake enhances the curriculum in numerous ways. For instance, as a result of NASAD feedback, the Art department revised the structure of its BA concentrations to better serve the needs of students seeking a liberal arts degree, as opposed to a BFA degree. In addition, to better meet accreditation requirements, programs in Business, Education, and Nursing have established advisory boards comprised largely of professionals in the field. These boards provide valuable feedback on the currency and relevance of curricula.

Program Review

NJCU also has an internal program review process whereby academic departments undertake formal review of their programs every five to seven years (S3.011). Like disciplinary accreditation reviews, the NJCU program review affords an opportunity to focus on renewal of courses and programs in accordance with longitudinal results of annual assessments, changes in the discipline, and changes at the University. Departments use self-studies, including the accompanying report by an external reviewer, to develop action plans for continuous improvement of courses and programs. (Programs with disciplinary accreditation can be exempted from NJCU program review.)

For example, as a result of its program review in 2018, the Modern Languages department has moved to reconfigure its program to meet the growing opportunities for language professionals as translators and interpreters (S3.012). Similarly, based on its 2017 program review, the Psychology Department noted inconsistencies in prerequisite requirements across major courses and commenced revisions (S3.013).

Implementation of program review, which began in 2015-2016, has been uneven. The timeline for completing the self-study document is approximately one semester. This has been challenging for many departments, and extensions have been routinely granted. In addition, there has been inconsistency in the extent to which the deans and the Office of the Provost have provided required feedback. To address these issues, the Provost's office has engaged with the deans to ensure consistent and robust participation (S3.014).

Student Perceptions of Rigor

Every two years, NJCU participates in the National Survey of Student Engagement (NSSE), which includes items related to program rigor. This provides an opportunity for NJCU to assess itself against peers in a similar Carnegie classification and to identify areas in need of improvement. Table 3-1 contains results for representative items, comparing NJCU and schools in the same Carnegie classification, and examining any changes from 2013 (the first year of data) to 2019.

Table 3-1, NSSE Results for Academic Challenge, NJCU Compared to Similar Institutions

	First-Year				Senior			
	2013		2019		2013		2019	
	Mean	E.S.	Mean	E.S.	Mean	E.S.	Mean	E.S.
Higher-Order Learning (0 to 60)	41.9	+.18	36.9	ns	43.4	ns	41.3	ns
Reflective Learning (0 to 60)	37.6	ns	35.2	ns	39.7	ns	39.9	+.15

E.S. = Effect Size in comparison with all NSSE participants; ns = not significant

NJCU students have perceptions of rigor that are generally similar to students at other institutions. Within NJCU, averages decreased over time for first-year students, which is a cause for further investigation. For seniors, there was a slight decrease for higher-order learning, while reflective learning remained essentially the same.

The NSSE results are presented to the President and her Senior Team for review and action planning (S3.015); summaries of findings are also posted to the Institutional Effectiveness webpage for public review (S3.016); and, as relevant, findings are presented/discussed at town halls (S3.017). To enhance action based on findings, in Fall 2019, the Senate began reviewing the NSSE results.

Degree Progress and Graduation Requirements

NJCU has requirements to ensure that students have rigorous and coherent experiences during their academic career. The requirements are designed to ensure that students maintain an appropriate level of performance in courses, and that the courses that apply to their degree are appropriate.

At the undergraduate level (S3.018):

- Students must achieve a cumulative grade point average of at least 2.0 overall and in their major program(s) of study to graduate; some programs have higher standards.
- Students must meet the residency requirement by completing a minimum of 30 credits at NJCU.

At the graduate level (S3.019):

- Students must achieve a cumulative grade point average of at least 3.0 in all coursework.
- Students cannot earn below a B in more than three individual courses.
- Students must complete their coursework within seven years.
- Credits from previous coursework must not be more than seven years old.

Faculty (SIII.C2, ROA #15)

NJCU faculty are responsible for the design, delivery, and assessment of student learning experiences. Faculty are qualified for the work they do, and are provided with opportunities for professional growth.

Overview of Full-Time Faculty

The University has 249 full-time faculty, 95% of whom have terminal degrees. These faculty members have an average of 14.2 years of service. Table 3-2 characterizes the faculty body since the launch of the Strategic Plan in 2013. Two positive elements stand out. The first is the consistently low student-to-faculty ratio, which allows faculty to provide appropriate attention to meet the needs of NJCU students.

The second positive element is the increase in full-time faculty. Faculty excellence is a focus of *Transforming Lives*, and the University has made a sustained effort to increase the number of full-time faculty, growing it by 3%. The University has hired over 100 faculty during the time period of the strategic plan, as replacements for departing faculty or as new positions. This hiring has been focused on areas of excellence identified in the strategic plan such as business, health, and security studies. For instance, the net increase in business faculty during this period was 48%, in security studies it was 125%, and in the health disciplines it was 27%.

Table 3-2, Characteristics of Faculty

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Full-Time (FT) Faculty	242	258	251	256	253	254	249
Percentage FT Faculty, Tenure Track	18%	20%	24%	27%	29%	37%	33%
Part-Time/Adjunct Faculty	525	523	558	567	566	554	556
Organized Classes Offered	1592	1613	1585	1618	1563	1532	1558
Percentage Taught by FT Faculty	55%	56%	53%	50%	50%	51%	49%
FT Faculty Teaching Load							
> 12 credits	73%	74%	68%	65%	58%	44%	44%
> 15 credits	40%	37%	23%	16%	7%	1%	2%
Student Enrollment	8443	8136	8237	8504	8283	7991	7949
Student: Faculty Ratio	15:1	14:1	13:1	13:1	14:1	13:1	14:1

Table 3-2 also indicates a 6% increase in adjunct faculty. Combined with a decrease in organized class offerings and in student enrollment, this may appear counterintuitive. Two factors contributed to this decline. First, when budget allows, the University provides release time to new, untenured faculty. With the increase in number of tenure-track faculty, this can be substantial. (This practice is described subsequently in this Chapter.) Second, the University has significantly reduced full-time faculty teaching over the required 12 credits per semester. The reduction in overload necessitated the hiring of additional adjunct faculty. This reduction in overload was by design. The 2010 MSCHE evaluation review recommended that overload should be given only when necessary for the good of the University (S3.020). Reducing the excessive load was a focus area for the previous provost, who served from 2014-2019. His efforts were largely successful; in Fall 2019, 44% of faculty had overload, which was down from 73% in 2013.

Qualified Faculty

The University ensures faculty are qualified for the work they do through rigorous hiring and review procedures. For full-time faculty hiring, search committees are formed by a dean, who serves as the hiring official. Based on screening and interviewing, the committee forwards the names of acceptable candidates to the dean, along with a written report articulating strengths and weaknesses of the candidates. Only under extenuating circumstances can a candidate without a terminal degree be forwarded for consideration. The dean, in consultation with the Provost, makes the hiring decision.

As noted in Chapter 2, tenure-track faculty are reviewed for reappointment annually (S3.021). Reappointment is based on assessment of teaching, scholarly activity, and service. The reappointment and tenure process involves review by the Department Personnel Committee (DPC), chair, dean, Provost, and President. After six consecutive years of reappointment and employment, tenure is granted by the Board of Trustees, on recommendation of the President.

Promotion to Associate Professor does not necessarily accompany tenure. The promotion process is separate from tenure, but the steps are similar (S3.022). Promotion procedures outline qualifications for each rank as well as performance standards in teaching, scholarship, and service. To be eligible for promotion to the rank of Associate Professor or Professor, a faculty member must be deemed strong in all three areas, and outstanding in teaching or scholarship. A faculty member's IDEA course evaluation results serve as one source of evidence of effective teaching. The Senate is seeking copies of evaluation instruments used by deans in gauging eligibility for promotion (see Chapter 2 for more information).

Qualifications for adjunct faculty are vetted by department chair. Teaching in doctoral programs requires a terminal degree. Adjunct faculty also participate in the IDEA course evaluations.

Faculty Development

Full-time faculty are provided diverse support for growth and development:

- The Separately Budgeted Research (SBR) grant program provides financial support for tenured and tenure-track full-time faculty. This competitive internal grant program is administered by a faculty committee that reviews applications and makes award determinations. For the 2019-2020 academic year, 14 of the 25 applications, 56%, were supported (S3.023).
- The University is a participant in the Frontier Set Grant, which is a grant program supported by AASCU (American Association of State Colleges and Universities) and the Bill and Melinda Gates Foundation. The Program focuses on transforming advising, developmental education, and digital approaches to learning. The grant has supported faculty development and also faculty-led pilot programs in these areas.
- Faculty can receive up to \$1000 per year for travel to conferences and professional meetings (S3.024). Procedures vary by college, but generally, level of support is pro-rated based on extent of participation – e.g., presenting, attending but not presenting (S3.025).
- The University provides support for teaching online. As a subscriber to Quality Matters (QM), a nationally recognized organization that evaluates the quality of online instruction, NJCU offers QM training for faculty. The Department of Online Learning also provides consultations and workshops; thus far this academic year, 149 instructors received training from the Department.
- All faculty (including adjunct faculty) have access to the National Center for Faculty Diversity and Development (NCFDD), a learning community that provides online webinars, discussion forums, and resources related to a wide range of faculty issues (S3.026). Graduate students are also provided access to the NCFDD resources.
- The “Faculty One-Stop” webpage is a virtual center for faculty excellence that provides access to faculty resources such as syllabus guidelines, Separately Budgeted Research, student learning outcomes assessment, and student support resources (S3.027).
- The University has invested in Interfolio, which provides faculty an online platform to maintain a digital portfolio. The platform is also an online workflow for reappointment, promotion, and range adjustment applications. Fall 2019 was the first semester of implementation.

Tenure-track faculty are provided special support, including:

- The new faculty orientation was expanded to address topics on career progress (S3.028). In Fall 2019, 88% of incoming faculty were available to participate.
- Orientation is followed by a year-long series of workshops on topics such as reappointment and tenure, faculty-student engagement, student-centered pedagogy, academic and non-academic student support services, data-informed decision making.
- Since Fall 2017 and contingent upon budget, tenure-track faculty are eligible for 3-credit release time from teaching per semester (up to 18 credits) during their first three years at NJCU. Due to budget constraints, the program was suspended in Spring 2019; it was reinstated in Fall 2019.

Description of Programs and Paths (SIII.C3)

The University provides clear and accurate information to assist students in understanding and following program requirements. This is accomplished through the University catalog. In 2017, NJCU established

an online catalog (S3.029). For academic programs, the catalog lists learning outcomes, degree requirements, course descriptions, and semester-by-semester maps. The catalog is updated annually.

The University also provides students access to degree progress tools that allow them to track their own path toward completion. Curriculum requirements and rules are coded into the Student Information System (SIS), PeopleSoft, and students can view their progress toward degree. In partnership with Civitas Learning, NJCU is moving to a more dynamic and student-centric tool, Degree Map. This tool, set to launch in Spring 2020, will provide a more visual and user-friendly experience that also permits degree and career exploration.

Learning Opportunities and Resources (SIII.C4)

The University provides learning opportunities and resources to support students' learning and progress to credential. Support offices and resources such as advising, counseling, and tutoring are described in Chapter 4. This Section summarizes academic resources (library, career center) and learning opportunities (high-impact instructional practices, honor program, and instructional mode).

Congressman Frank J. Guarini Library

The Congressman Frank J. Guarini Library provides services and materials in support of curriculum and instruction (S3.030). The library offers print and online resources for students, faculty, staff, and the community. Library staff continually review and update collections, and in 2019 acquired new e-books in research methods, education, nursing, business, history, and political science (S3.031). The Library also partners with individual faculty and with academic departments to provide course-integrated instruction in research techniques and information literacy.

Career Planning

NJCU has a history of serving career-focused students, and career exploration and placement are central to the Strategic Plan (2.3). Support for career development is provided in multiple ways. For instance, the departments in the College of Professional Studies play an active role in student career preparation. Specifically, the Criminal Justice, Fire Science, and Security Studies programs include professional preparation coursework in their program curricula. Similarly, programs in School of Business, such as Supply Chain, Logistics & Maritime Port Management, integrate career elements.

Centrally, the Academic Career Planning and Placement Office provides services and resources to assist students in multiple areas, including: Researching careers, finding job opportunities, preparing for graduate school, and improving resume writing and interviewing skills. Despite the array of offerings, on surveys, students rate the services low compared to other University offices/supports (S3.032, pp. 10-11). The Office of the Provost is reviewing the existing model with the intention of establishing a decentralized approach in which deans and department chairs play an active role in offering career-oriented services. Other planned actions include partnering with University Advancement to enhance the employer network and adding career services considerations to new program proposals and to program review requirements.

High-Impact Practices

NJCU recognizes the importance of high-impact practices, such as those articulated by the AACSB. High-impact practices specifically emphasized in the Strategic Plan (1.3) include: Research with faculty, national and international exchanges, and internships.

Research with Faculty

Faculty across multiple disciplines provide research experiences to students. The STEM (Science, Technology, Engineering and Mathematics) departments have a strong tradition of including students in research projects, and encouraging them to present at a campus undergraduate research symposium. The symposium continues to grow and be integrated into students' academic lives. In 2015, 42 students presented; in 2018, participation was up 70%, to 73 students.

Similarly, the School of Business faculty support student research through the committee on Business & Economic Research (S3.033). The Committee coordinates an annual competition for students who submit creative activities developed as part of their coursework and faculty-led research projects. Students present their work at the School's Research Showcase. Student engagement continues to increase, increasing from 32 in Spring 2018 to 50 in Spring 2019.

National and International Exchange Opportunities

Consistent with its mission of diversity, the University has increased emphasis on enhancing opportunities for cultural exchange. This includes developing partnerships with 28 international institutions from Belgium, China, Czech Republic, England, Finland, France, Japan, Korea, Mexico, Russia, Scotland, Spain, and Thailand.

The study abroad program includes direct exchanges and faculty led programs (S3.034). Since 2013, approximately 100 students have participated in study abroad, attending institutions in countries such as Argentina, Australia, China, Costa Rica, France, Israel, Italy, Japan, Korea, Oman, Scotland, Spain, Thailand, and United Kingdom. In the same time period, approximately 645 students have participated in over 40 faculty-led abroad programs. The most-visited countries have been India, Italy, Japan, and Spain.

Internships

Internships assist in developing skills and dispositions necessary for success in the workplace. Internships are managed collaboratively by the Career Planning and Placement (CPP) Office, deans' offices, and departments. In 2018-2019, 531 undergraduate students participated in internships or internship-like experiences such as practicum or field placement (S3.035). Of these, 46% were managed through the CPP, and 54% through departments/dean offices. Internship practices are part of the Provost's review and revision of the model for career services, as previously described.

Honors Program

The current Honors Program began in 2014, the result of a redesign process that more closely aligned the curriculum with best practice guidelines developed by the National Collegiate Honors Council. The Program is built on three components – curriculum, experiential learning, and community engagement – designed to develop leadership skills. The curriculum's 24 credit hours replace the General Education requirements. The experiential learning component is a study abroad trip, and the community engagement aspect involves 15 hours of community service per semester. The program admits, on average, 47 students per year, who are supported for four years with full tuition, a laptop, and study abroad experience. There are currently 157 students in the program. The average one-year retention rate is 93%.

Graduate-Level Instructional Models

For graduate education, the Strategic Plan emphasizes “improv[ing] learning opportunities through innovative instructional models such as flexible scheduling and multiple modalities” (1.4). Flexibility is often key to meeting the needs of working students like those attending NJCU. The Fall 2018 graduate student survey, which had an 18% response rate, revealed that 82% were working full time and the remaining 18% were working part time (S3.036).

To address the needs of working students, the University has developed innovative program models. For instance, the MS program in Business Analytics & Data Science offers a 16-month accelerated program option with all courses offered on Friday evenings and Saturdays. All three doctoral programs are cohort-based and blended. Cohorts begin in the summer with face-to-face institutes. Fall and spring classes are taken online. The Civil Security program also meets four weekends throughout the year.

Online Learning

Providing students with opportunities to take courses online is an important strategic opportunity for NJCU, and consistent with the University’s mission regarding access to an excellent education for a diverse population. In Fall 2019, 42% of students took at least one online course (36% undergraduate and 61% graduate).

The College of Education is leading these efforts, and has also increased online courses from 18% of its offerings in Fall 2015 to 49% in Fall 2019. The College of Education is also working to move some of its programs fully online; the Reading Specialist graduate program made that shift effective Spring 2020. To ensure that quality of the educational experience is achieved, the Office of the Provost and the University Senate are collaborating to review/revise relevant policies and procedures.

General Education (SIII.C5, ROA #9)

General education is a key element of the Strategic Plan (1.3 and 2.1). This Section first describes the structure and requirements of the program, and then describes assessment and review conducted by the General Education Committee on Assessment and Policy (GECAP).

Structure and Requirements

NJCU’s General Education Program, which was revised effective 2015, seeks to develop competency in the university-wide student learning outcomes. The curriculum introduces students to new intellectual experiences through modes of inquiry.

Program Requirements

The Program is 45 credit hours and includes general education courses as well as all-university requirements (AURs) in English and mathematics. The Program is organized in three tiers, or levels (see Table 3-3).

Table 3-3, Structure and Requirements of the General Education Program

Tier I	Tier II	Tier III
1 English course 1 Mathematics course 4 General Education courses	1 English course 6 General Education courses	1 General Education capstone course

The English AUR is a two-semester composition sequence. The mathematics requirement is one course, based on a student's identified meta-major. For instance, STEM majors must take Enhanced Pre-Calculus (MATH175) in order to prepare them for math-intensive major courses. As another example, students majoring in the humanities or the social sciences may take either Contemporary Math (MATH114) or Statistics (MATH140).

The General Education courses are classified by Mode of Inquiry, and students are required to take at least two courses in each of the four modes from among their Tier I and Tier II courses. Modes provide students different ways of approaching knowledge and investigating the world (S3.037). The four modes are:

- Creative Processes & Production: Courses explore communication and creative expression through art, design, performance, media, or writing.
- Language, Literary & Cultural Studies: Courses explore concepts through language, literature, historical, or political texts.
- Scientific & Quantitative Inquiry: Courses examining the natural and physical world through scientific and quantitative inquiry.
- Social & Historical Perspectives: Courses examine historical, economic, political, psychological, or social factors that influence thought and behavior.

The third tier of the Program consists of a capstone course, in which students conduct individualized projects with the help of a faculty instructor serving as a mentor. Although not required, students are encouraged to present their capstone at the annual General Education Symposium (S3.038).

Learning Outcomes

The six university-wide learning outcomes are: Civic Engagement and Intercultural Knowledge (CEIK), Critical Thinking and Problem Solving (CTPS), Information and Technology Literacy (ITL), Oral Communication (OC), Quantitative Literacy (QL), and Written Communication (WC). These outcomes have been operationalized with reference to the work of the Association of American Colleges and Universities (AAC&U) (see also the General Education section of the catalog, S3.037).

Students develop competency in the outcomes as they progress through the tiers of the program, with mastery expected in the Tier III capstone. To accomplish this, each General Education course in Tier I and Tier II addresses at least two learning outcomes.

Governance

The General Education Program is governed through the University Senate. The Senate's General Education Committee on Assessment and Policy (GECAP) is charged with proposing policies and procedures, and for organizing and overseeing program assessment (S3.039, pp. 4-6).

Teaching and Learning in General Education

Each semester, GECAP reports to the Senate findings from the assessment of student learning outcomes. Student learning assessment is described in Chapter 5 of this Self-Study. GECAP also examines other aspects of teaching and learning, and these analyses are described in this Section.

Student Experience of Learning Outcomes

The Program has distribution requirements based on mode of inquiry rather than learning outcome. Because development of skills and competencies is the intent of the Program, it is critical that students

take courses in each outcome. Thus, to understand the extent to which students can take courses that address each outcome, the number of courses (including AURs) offered by learning outcome was examined (Table 3-4). There are comparatively few courses addressing Civic Engagement and Intercultural Knowledge, Information and Technology Literacy, and Quantitative Literacy.

Table 3-4, AUR and General Education Courses by Learning Outcome and Tier

	CEIK	CTPS	ITL	OC	QL	WC
Tier I (70 courses)	7	48	12	27	10	36
Tier II (72 courses)	12	53	14	21	11	33

The University had been aware of the lack of CEIK courses, and had taken steps with the Administration to address the issue. In 2017, the President formed a Faculty Fellows group specifically devoted to infusing community-engaged learning elements, such as civic engagement, into the curriculum. To date, the fellows have developed 12 courses, on the way to the goal of 20 new courses.

Although multiple sections of courses could be offered, the small number of options for CEIK, ITL, and QL may negatively impact students' exposure to these outcomes. Thus, the extent of course-taking was explored. The Fall 2017 cohort of entering students was examined, and the 97 students who had completed their Tier III course were selected as the sample. Table 3-5 displays the percentage of these students who took at least one course that was focused on each outcome.

Table 3-5, Percentage of Students Taking at Least One Course Focused on the Outcome

	CEIK	CTPS	ITL	OC	QL	WC
Tier I	60%	100%	85%	67%	99%	99%
Tier II	75%	99%	80%	48%	60%	99%
Tier I & Tier II	46%	99%	48%	36%	59%	98%

Course-taking varied across outcomes. Almost all students took courses focused on Critical Thinking and Problem Solving and on Written Communication at both tiers. For Quantitative Literacy, the 99% at Tier I is due to the AUR mathematics requirement. Less than 50% of students took courses in Civic Engagement and Intercultural Knowledge (46%), Information and Technology Literacy (48%), or Oral Communication (36%) at both tiers. Course substitutions and waivers partly explain these numbers. The imbalance in course offerings in each outcome also is a factor. The GECAP noted the concerns in its December 2019 report to Senate (\$3.040). The Committee is further investigating this during the Spring 2020 semester, including reviewing waivers and general education requirements across majors. The plan is to present a proposal to Senate to ensure that students take courses in each learning outcome throughout their general education experience.

Graduate Student Development (SIII.C6)

The University's graduate programs are taught by qualified faculty who provide students with significant opportunities for the development of research, scholarship, and independent thinking. This is consistent with the Strategic Plan, which calls for the development of transformative graduate experiences that develop future leaders and scholars (1.4).

Master-Level Programs

As noted throughout this document, the majority of master programs are in the College of Education. The College of Professional Studies also offers master programs focused on professional practice,

including Criminal Justice, Health Administration/Health Education, Nursing Education, and Security Studies. The School of Business offers an MBA and MS programs in Accounting, Data Science, and Finance. The College of Arts and Sciences offers professional programs such as the MFA, with various art concentrations and also a concentration in media production.

Graduate-level courses and programs are reviewed by the Senate committee on Graduate Studies. Program requirements include some type of research/scholarship, and curricula include research methodology coursework and independent research supervision (S3.041).

Doctoral-Level Programs

NJCU offers three doctoral programs – Civil Security Leadership, Management, and Policy; Community College Leadership; and Educational Technology Leadership. The Doctoral Handbook (S3.042), developed jointly by the Senate and Administration, guides teaching and curriculum. Doctoral programs require that students complete a research dissertation. In addition, programs support research colloquia, which involve interaction with scholars and industry leaders and also provide opportunities for doctoral candidates to discuss their research projects. The handbook outlines requirements for appointment as full and affiliate doctoral faculty, which include having an earned doctorate and a record of professional/scholarly activity in the field (see S3.043 for listing of full doctoral faculty).

Graduate Assistantships

The University provides support for graduate students through the graduate assistantship program (S3.044). The assistantship provides a tuition waiver and \$4,000 stipend. The Graduate Committee and the Office of the Provost determine eligibility criteria for students and for departments seeking positions. From the departmental perspective, all requests must include intended learning outcomes for the students, and preference is given to positions that will involve students in scholarly activity.

Third-Party Providers (SIII.C7)

NJCU does not currently have third-party providers designing, delivering, or assessing student learning experiences.

Periodic Assessment (SIII.C8)

As referenced throughout this Chapter, NJCU periodically assesses effectiveness of the design and delivery of the student learning experience and implements changes as needed. For completeness, these references are summarized below:

- Use of survey data to examine the effectiveness of curriculum and instruction.
- Revision of curriculum policies and practices to increase efficiency and effectiveness.
- Assessment of teaching, learning, and policy related to the General Education program.
- Use of internal program review and external disciplinary accreditation review to enhance programs.

Relationship of Standard III to Self-Study Priorities

Meeting the criteria in Standard III is critical to the University's commitment to Student Success and Campus Climate, the two University priorities. Support for Student Success includes policies and practices to ensure rigorous programs, efforts to hire accomplished faculty, and efforts to empower students with robust degree progress tools. Campus Climate is enhanced by the collaboration between faculty and administration, and support for faculty professional development.

Conclusions and Next Steps

Based on thorough review of evidence, it was verified that New Jersey City University meets the requirements of Standard III: Design and Delivery of the Student Learning Experience.

Pride points include:

- The University has ensured that resources continue to be dedicated to hiring full-time faculty.
- The University has demonstrated faculty-administrator collaboration in the development of program approval timelines, and the NSSE data review.

Opportunities for improvement include:

- NJCU can enhance campus climate by ensuring the program review process is meaningful, including accountability for dean- and Provost-level engagement and for use of results for academic planning.
- NJCU can enhance student success by providing robust career-preparation resources both within curricula and through centralized career-support services.
- NJCU can ensure that the General Education program ensures students have the opportunity to develop competence in all the learning outcomes.

Items in Evidence Inventory

Criterion 1

- S3.001 *Transforming Lives* Strategic Plan, see also URL section of Evidence Inventory
- S3.002 List of academic programs
- S3.003 New programs, 2016 - 2019
- S3.004 NJ state requirement of 120 as the maximum credit hours for degree
- S3.005 Course proposal approval form with approval steps
- S3.006 Guidelines for course proposals
- S3.007 Excerpt Senate minutes regarding triggers for temporary courses
- S3.008 Academic Issues Committee manual for program approval, pp. 7-13
- S3.009 Senate/Administration approved timeline for program approval
- S3.010 Summary of disciplinary accreditation/recognition
- S3.011 Program review guidelines
- S3.012 Excerpt from Modern Languages program review
- S3.013 Excerpt from Psychology program review, p. 4
- S3.014 Provost's Office memorandum related to dean responsibilities in program review
- S3.015 Agenda from Senior Team meeting discussion 2017 NSSE results
- S3.016 NSSE summaries as posted on webpage, screenshot, plus content of 2019 postings
- S3.017 2017 town hall presentation, with data from NSSE
- S3.018 Undergraduate degree requirement policies, see also URL section of Evidence Inventory
- S3.019 Graduate degree requirement policies, see also URL section of Evidence Inventory

Criterion 2

- S3.020 MSCHE 2010 Self-Study recommendation regarding overload
- S3.021 Faculty reappointment schedule and procedure
- S3.022 Procedures for faculty promotion
- S3.023 2019-2020 Separately Budgeted Research report
- S3.024 Travel policy
- S3.025 College of Arts and Sciences memorandum regarding support of faculty travel
- S3.026 Email regarding NCFDD, National Center for Faculty Development and Diversity

- S3.027 Resources in Faculty One-Stop webpage, screenshot
- S3.028 2019 faculty orientation agenda

Criterion 3

- S3.029 University catalog, see also URL section of Evidence Library

Criterion 4

- S3.030 Library factsheet
- S3.031 Library's new acquisitions, 2019
- S3.032 Results of 2018 in-house undergraduate survey
- S3.033 Business & Economic research webpage screenshot
- S3.034 Study abroad webpage, screenshot
- S3.035 Internships, 2018-2019
- S3.036 Results of 2018 in-house graduate survey, excerpt

Criterion 5

- S3.037 General Education learning outcomes and modes of inquiry, as described in University catalog
- S3.038 2019 General Education symposium program
- S3.039 General Education Committee on Assessment and Policy description
- S3.040 GECAP report on General Education, December 2019

Criterion 6

- S3.041 Graduate-level courses in research/scholarship
- S3.042 Doctoral Handbook
- S3.043 Full doctoral faculty listing
- S3.044 Graduate assistantship program webpage, screenshot

Criterion 7

No artifacts associated with this criterion; this criterion does not apply to NJCU

Criterion 8

No new artifacts associated with this criterion

The following artifacts are uploaded for reference: S3.007, S3.010, S3.011, S3.012, S3.013, S3.014, S3.015, S3.016, S3.017, S3.020, S3.032, S3.036, S3.040

CHAPTER 4. Standard IV: Support of the Student Experience

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

New Jersey City University meets the requirements of Standard IV: Support of the Student Experience.

Introduction

Based on review of the evidence, it is apparent that NJCU has rigorous policies and practices to support the student experience. The University is committed to recruiting a diverse student body and supporting all students throughout their educational experience.

The primary line of inquiry for Working Group IV was the review of policies, programs, and services focused on supporting students throughout their educational journeys. The Group also met with staff from all student services offices. Assessment practices are described in relation to each relevant criterion and also summarized in the *Periodic Assessment (SIV.C6)* Section of this Chapter.

Student success is core to NJCU's mission of providing a diverse population with an excellent education, and support is critical to success for all students. Student support is also at the heart of Goal 2 of the Strategic Plan (S4.001, under Criterion 1 of the Evidence Inventory), which addresses the academic, social and personal dimensions of student success. Support for students in all of these areas is discussed throughout this Chapter.

Similarly, support for the student experience is fundamental to the Student Success priority of the Self-Study. In particular, student support is relevant to: Access to student services, opportunities to participate in co-curricular experiences, degree progression and graduation. These areas are described in the appropriate sections of this Chapter.

The evidence in this Chapter also addresses Requirements of Affiliation (ROA) #8 and #10.

Overview of Student Enrollment and Outcomes

NJCU enrolls almost 8000 students, including over 6100 undergraduates. Consistent with the mission of providing a diverse population with an excellent education, the five-year average acceptance rate is 90% for freshman students and 96% for transfer students. Over one-half of the undergraduate population is first generation. The majority of students have financial need; 61% of all undergraduates receive Pell financial aid. The student body is primarily local; 99% of students are from New Jersey, of which 73% live within a 10-mile radius of the Kennedy Boulevard location (S4.002, under Criterion 1 of the Evidence Inventory). The undergraduate student body is drawn from an urban school system, either directly from the high schools or indirectly from community colleges.

Table 4-1 lists retention and graduation outcomes over time. Statistics are listed under the year of calculation (e.g., 2019 retention represents the percentage of students from the Fall 2018 entering

cohort still enrolled in Fall 2019, and 2019 graduation represents the percentage of students from the Fall 2013 cohort that graduated by Summer 2019).

Outcomes for transfer students have been consistently strong. One-year success rate, defined as retention to the second year or graduation within the first year, has been over 80% for the last five years. The four-year graduation rate is currently 65%, well above the national figure of 42% reported by the National Student Clearinghouse Research Center.³ This is a slight decrease from 2018, but the rate does show increase and decreases across years.

Table 4-1, Outcomes for Freshman and Transfer Students

	2015	2016	2017	2018	2019
Freshman, Full Time					
One-Year Retention	74%	78%	77%	73%	73%
Six-Year Graduation Rate	29%	32%	33%	39%	41%
Transfer, Full Time					
One-Year Success (Retention/Graduation)	84%	82%	83%	82%	*
Four-Year Graduation Rate	61%	67%	63%	69%	65%

See S4.003, under Criterion 1 of the Evidence Inventory, for detail on cohort size and methodology; *data incomplete until August 2020, when one-year graduation data for transfer students will be available.

Outcomes for freshmen are mixed. On one hand, the six-year graduation rate is below the national average of 59%.⁴ However, the rate has been increasing steadily since 2015, and the current rate of 41% is the highest in NJCU history. The retention rate for freshmen is comparable to the national figure of 72% for four-year public institutions with a similar acceptance rate to NJCU¹⁰. However, retention has decreased since the high in 2016.

This decrease in retention may be due in part to recent transitions. As noted in the Preface, the University recently experienced significant changes in leadership, many of which have been in areas related to student success – Provost and Vice President of Student Affairs and Enrollment Management. The Assistant Provost for Student Success also left the University in the midst of these transitions. To ensure that retention efforts are coordinated, in December 2019, the President created the new role of Associate Vice President for Enrollment Management and Student Success, which reports to both Student Affairs and Academic Affairs divisions. The strategies implemented to increase retention will draw from review of successes and challenges of cohort programs:

- **Opportunity Scholarship Program (OSP).** OSP is NJCU’s name for the statewide Educational Opportunity Fund (EOF) program. Students with an educationally and economically disadvantaged background are eligible for OSP. The program provides financial support for expenses not covered by federal aid and the state’s standard aid. In Fall 2019, 122 students (12% of the incoming full-time freshman class) were admitted to OSP.
- **TRiO Learning Community (TLC).** The TLC program is NJCU’s federally funded TRiO program. TLC admits students who are first-generation, low-income students, and/or have a disability. TLC admits, on average, 23 students per year.
- **Achieving Success by Cultivating Excellence and Nurturing Discovery (ASCEND).** The ASCEND program, launched in 2015, is the University’s in-house summer bridge program designed for

³ Shapiro, D., Dundar, A., Huie, F., Wakhungu, P.K., Yuan, X., Nathan, A. & Hwang, Y. (2017, September). Tracking Transfer: Measures of Effectiveness in Helping Community College Students to Complete Bachelor’s Degrees (Signature Report No. 13). Herndon, VA: National Student Clearinghouse Research Center.

⁴ National Center for Education Statistics (2018). Digest of Education Statistics.

freshmen who are academically underprepared for college and are not admitted to OSP or TLC. ASCEND admits, on average, 79 students per year.

- **Athletes.** Although not a cohort program per se, athletics is a designated growth area for the University, in part because of the potential to positively impact retention and graduation. Longitudinal data tracking of athletes was inconsistent before Fall 2017. From that year to present, on average, 65 freshmen athletes entered each Fall.

The outcomes for these groups are displayed in Table 4-2. Because student success is shared responsibility among all faculty and staff, this information is provided in interactive dashboards that are accessible to the internal NJCU community. In addition to outcomes by special cohorts, these dashboards allow filtering by admission type (freshman, transfer), college, department, gender, race/ethnicity, and entering student characteristics (e.g., school, income) (S4.003, under Criterion 1 of the Evidence Inventory).

With respect to the cohorts in Table 4-2, retention rate for athletes has been over 75% for the two years of data available. TLC has very high retention and graduation rates, although admits a small number of students each year. ASCEND's one-year retention rate was initially below 50%, but has increased each year. This increase has correlated with efforts by the staff to increase a sense of community among the cohort by encouraging group participation in extracurricular events on and off campus. OSP's graduation rate has increased substantially, but the retention rate has dipped slightly in recent years. Examination of practices for these groups, particularly in comparison with the non-affiliated cohort, may yield ideas for reversing the downward trend in retention.

Table 4-2, Outcomes for Special Freshman Cohorts

	2015	2016	2017	2018	2019
OSP, Opportunity Scholarship Program					
One-Year Retention	78%	77%	80%	73%	73%
Six-Year Graduation Rate	29%	28%	36%	50%	49%
TLC, TRiO Learning Community					
One-Year Retention	96%	73%	89%	90%	97%
Six-Year Graduation Rate	55%	59%	59%	77%	76%
ASCEND, Achieving Success by Cultivating Excellence and Nurturing Discovery					
One-Year Retention	--	49%	54%	63%	78%
Six-Year Graduation Rate	--	--	--	--	--
Athletes					
One-Year Retention	*	*	*	76%	80%
Six-Year Graduation Rate	*	*	*	*	*
Non-Aligned with a Cohort					
One-Year Retention	72%	78%	76%	72%	71%
Six-Year Graduation Rate	29%	32%	32%	36%	37%

*unknown; data tracking inconsistent in these years

Student Support from Admission to Completion (SIV.C1, ROA #8, ROA #10)

NJCU's existing support structures are multifaceted and span the student lifecycle, including: Tuition, financial aid, and scholarships; academic placement and support for under-preparedness; orientation; first-semester programming; academic advising; academic, personal, and social programming; and life beyond graduation.

Expenses and Financial Assistance

Over 60% of NJCU undergraduates have financial need, and NJCU provides accurate and comprehensive information to students regarding tuition, government aid, institutional scholarships, repayment, and refunds. Information is provided by multiple offices including Admissions, Financial Aid, and Student Accounts, and is available on the NJCU website. For instance, comprehensive tuition information is available on the Admissions webpage. Costs are provided by academic career level, attendance status, and residence. The net price calculator is also accessible from this page. In addition, individuals can access information on scholarships and on filing the Free Application for Federal Student Aid (FAFSA) from this page. (See S4.004, and Chapter 2 for additional information on scholarships.)

The Office of Student Accounts webpage links to the tuition and fee information. The webpage also provides information on payment options (cash, check, credit, debit, wire transfer), describes payment plans, and lists refund/withdrawal timelines (S4.005).

Academic Placement and Developmental Coursework

Undergraduate students are required to take a two-semester sequence in English and one course in mathematics. These are referred to as the All-University Requirements (AURs). Incoming students are placed into the appropriate course, based on SAT or Accuplacer placement test results.

Academic Placement Processes

English placement is determined by scores on the Evidence-Based Reading and Writing section of the SAT. Students scoring below 520 are required to take ENGL 95, Accelerated Learning Program Developmental Composition, as a corequisite to English Composition I (ENGL 101). The ENGL 95 course is a two-credit course that reinforces writing skills. The credits associated with ENGL 95 are non-degree credits and cannot be applied to the 120-credit hour graduation requirement. Placement for English Composition II (ENGL 102) is based on performance in ENGL 101 (S4.006).

For mathematics, placement depends upon a student's intended major. Students majoring in STEM or business are required to take the Accuplacer tests in arithmetic and algebra. Students in other majors are placed based on mathematics SAT and, if necessary, the Accuplacer test. Students can be required to take one or two developmental courses, which are associated with non-degree credits (S4.006).

Effective Fall 2020, NJCU will offer a test-optional admission pathway. The move to test-optional is motivated in part by the University's mission of providing access to an excellent education for a diverse population. Over 1,000 applicants annually do not receive an admission decision because they have not submitted their standardized test scores with their application materials. Admissions testing will begin in April 2020 for the Fall 2020 cycle, and the University is currently determining placement cutoffs for Accuplacer test scores and/or high school grades for students who choose not to submit SAT scores.

The Developmental Path and Non-Credit Coursework

The majority of entering students are placed into developmental coursework. In Fall 2019, 66% of the first-time full-time freshman cohort was required to take developmental English, and 55% developmental Mathematics. (Approximately 44% was placed into developmental for both subjects.)

Grade distributions for first-time full-time freshmen are in Table 4-3. For mathematics, 71% of students passed with a C- or better. In English, 79% passed with a D or better, allowing them to move to the

second course. However, only 20% passed with an A-grade, which is required to waive the developmental corequisite for the second Composition course, ENGL 102.

Table 4-3, Fall 2019 Grade Distribution, First-Time Full-Time Freshmen

	A	B	C	D	F, W, R
English Developmental	20%	33%	19%	7%	20%
Mathematics Developmental	14%	28%	29%	0%	29%

W = Withdraw, R = must be Repeated. Note: Rounding error

The Provost's Office is reviewing the use of non-credit coursework in mathematics and English with the goal of implementing a revised model in Fall 2020. The goal is to maintain the appropriate type of support students require but eliminate the use of non-degree credits.

Orientation

After ensuring placement in appropriate mathematics and English courses, guidance and support for students continue with orientation. All first-year (freshman and transfer) students have the opportunity to attend orientation, which introduces new students to life at NJCU. Students in OSP, TLC, or ASCEND have specialized programs, and other incoming students attend the general program.

General Orientation Program

Beginning in Fall 2018, orientation became a two-day event designed to serve as a bridge between admission and the semester. The orientation theme, #HearMyVoice, emphasizes empowering students through tangible civic engagement activities (S4.007). Given the current higher education landscape, one of the explicit objectives of orientation is to solidify admitted students' decision to attend NJCU. The enhanced orientation program also includes activities for parents.

Outcomes of orientation have been promising. One-year retention for Fall 2018 students who attended orientation was 78%, compared to 65% for eligible students (i.e., not in a special group like OSP) who did not attend. There is likely a self-selection bias in that more engaged students would choose to attend orientation. However, the welcoming experience may also have increased the persistence for some attendees. Thus, lack of participation in orientation can be utilized as an early alert for targeted outreach in the first few weeks of the semester. This process will be facilitated by the reorganization of responsibilities and the fact that one individual (AVP Enrollment Management and Student Success) is now accountable for both the orientation and advisement offices.

Cohort Group Orientation Programming

Three cohort groups – OSP, TLC, and ASCEND – have special summer programs for their students (S4.008). The OSP program begins with a mandatory five-week summer academy designed to strengthen academic skills, foster college-life skills, and establish connection with the program and University. ASCEND provides summer enculturation programming that is modeled after the OSP program. The OSP program is funded through the EOF grant, and the ASCEND program is funded by the University. The TLC program begins with a Summer Engagement and Leadership (SEAL) retreat, held at a campsite. The goal of the event is to break down the sense of not belonging and instill motivation to persist and succeed in college. Activities include team building and college survival skills exercises.

First-Semester Programming

Recognizing that the first semester at an institution can be critical to a student's success, NJCU provides specific support and engagement opportunities for new students.

Orientation to College and Block Scheduling

Entering full-time freshmen are enrolled in Orientation to College (OTC), a one-credit course that focuses on college transition and fosters habits essential for academic success (S4.009). The course is taught by professional staff with knowledge of NJCU processes and culture. In Fall 2019, over 60% of the 49 course sections were taught by academic advisors, providing further visibility for the University Advising Center and its role in helping students throughout their NJCU journey.

All OTC instructors meet prior to the semester to plan and align activities, and periodically throughout the semester to discuss progress and/or problems. Each OTC course is also supported by a peer mentor who attends the class meeting and provides a student perspective during discussion and activities.

OTC is one of the courses in the freshman blocks. Blocks are three courses that enroll the same set of students. The purpose is to foster a sense of camaraderie and belonging. The other courses in the freshman block are the first English Composition course (ENGL 101), and a General Education course.

Athletes: Rising Knight Institute

As noted throughout this document, athletics is an identified growth area for NJCU. Ensuring success of student athletes is critical. Because of the additional demands on their routine, the Athletics Department provides its own support services to student-athletes. These services begin with the first year and continue throughout an athlete's academic career. Services include the Rising Knight Institution, which is built on five pillars of academic success: Academics, personal enrichment, leadership, community outreach, and career preparation (S4.010).

Rising Knight Peer Mentoring (RKPM) Program

The RKPM Program helps enculturate freshmen into the campus community. Each new student who is not a member of OSP, TLC, or athletics is assigned an upperclassman as a mentor. This mentor helps connect the freshman to resources and activities. ASCEND students can participate in the RKPM Program. The Program is coordinated by the Office of Student Outreach and Retention (SOAR). SOAR was launched in 2016 to support first-time freshmen, particularly those not aligned with other groups (S4.011). Through outreach and programming, SOAR seeks to strengthen resilience among students.

Academic Advising and Degree Planning

Effective advising and accurate degree planning are key to a student's ability to stay on track academically and graduate in a timely manner.

Advising

The University Advisement Center (UAC) provides advising services for all undergraduate students. The UAC has 12 staff advisors, each with an average caseload of approximately 430 students. The UAC also works collaboratively with staff in academic departments and in cohort-group offices (e.g., OSP, TLC) to ensure a consistent experience is provided. Advising assignments are based on meta-major, and advisors are accountable for their student cohorts. Advisors are housed on each of the University's three locations – main, Wall Township, and School of Business.

The 2017 NSSE found that 39% of freshman rated interactions with advisors high (S4.012, page 9). This is on par with other academic and student life staff, but slightly lower than faculty (44%) and administrative services staff such as financial aid and registrar (44%). The rating is also below other NSSE schools in NJCU's Carnegie classification.

One factor in these findings could be the transitions in the UAC over the past several years. Over two years, 2015 through 2017, advising staff was reduced from 12 to 7 through retirements and separations. This included the Director who retired in 2016. In September 2017, after nine months with an interim Assistant Provost also serving as interim Advising Director, the permanent Assistant Provost for Student Success was hired, and advising was part of her portfolio. She began rebuilding the Center and training staff. Satisfaction increased to 47%, based on the 2019 NSSE results (S4.013, page 10). This is on par with 2019 results for faculty (46%) and administrative services (44%). This Assistant Provost left NJCU in July 2019, but specific attention will be given to maintaining quality of service in the UAC. The next NSSE assessment will be in 2021.

Early Alert

The UAC utilizes the Education Advisory Board's (EAB) advising platform, which allows collaboration and coordination among service offices across campus. It also allows faculty and staff to submit an early alert for students with academic or life challenges that can be addressed by the appropriate office(s). Prior to Provost Jhashi, alerts were issued on a small scale. The first phase of a more comprehensive approach, which came out of a summer retreat, was launched in Fall 2019. In that semester, alerts were issued on over 1,000 students for areas such as attendance, missed assignments, or performance warranting tutoring (S4.014). As of this writing, students for whom cases were resolved were registered at an 18% higher rate than those with unresolved cases.

Degree Planning

The Strategic Plan places emphasis on utilizing technology to facilitate excellence (Goal 3, Objective 3 [3.3]). This includes providing tools to foster student agency around their academic progress. As indicated in Chapter 3, the University is in the process of implementing DegreeMap. This tool will allow students to map out all degree requirements, by semester. It also makes students aware of required prerequisites and notifies them when they are adding classes to their course plans that are not applicable to their major. DegreeMap will also allow students to explore careers and salaries associated with certain majors, and to compute impact on time-to-degree of contemplated changes in major or minor. It is anticipated that the tool will be launched in Spring 2020.

DegreeMap will integrate with NJCU's existing scheduling tool, College Scheduler. College Scheduler generates personalized schedule options for students based on their self-identified extracurricular commitments. In 2018, College Scheduler had a 37% student adoption rate; the launch of Degree Map will provide an opportunity to increase usage. Further, data from students' longitudinal course planning will be used to assist faculty and deans with course scheduling. In addition to ensuring courses are offered when students need them, this process will enhance the financial efficiency of course offerings.

Academic, Personal, and Social Support

Providing academic, personal, and social support for students is the essence of Goal Two of the Strategic Plan. This Section describes relevant activities and outcomes in the following areas: Tutoring, specialized services, supplemental instruction, wellness, and student life.

Tutoring

Re-envisioning tutoring is a focus of the Strategic Plan (2.3), and centralized tutoring services (“The Hub”) began in 2015. The Hub, located in the first floor of the library, seeks to develop students as independent learners through holistic and personalized support. Tutoring is available for fundamental and advanced courses and includes subjects such as writing, literacy, business, and STEM. Although the Hub is located on the main campus, its services are also provided face-to-face at the additional locations at Wall Township and the School of Business. Academic workshops run throughout the semester and include APA, Praxis Core, and Grammar and usage (S4.015).

The Hub services are well-utilized. In 2018-2019, there were 1445 appointments, a 2% increase in utilization from the prior year (S4.016). Tutoring also has an impact on term-to-term persistence. Predication-based Propensity Score Matching (PPSM) analyses found a 3.3% point lift in persistence based on attending tutoring (S4.017). The impact was particularly strong for first-year students (6% point lift), and in response, the Hub is working to enhance services for freshmen.

Specialized Services and Supplemental Instruction

The Office of Specialized Services & Supplemental Instruction (OSS/SI) provides access to NJCU’s academic programs and activities for students with disabilities. In support of this mission, the OSS/SI ensures that reasonable accommodations are provided. The OSS/SI also coordinates the Supplemental Instruction (SI) program. SI is an academic support method of delivering academic support to students through a collaborative learning environment. Currently, SI is provided for gateway courses within STEM disciplines. Analyses of data over three years indicates that attending SI is associated with a 0.74-point increase in course GPA, almost a full letter grade (S4.018). The relationship holds after controlling for differences in gender, admission type (freshman or transfer), SAT scores, and course subject (Biology, Chemistry, Physics).

Individual and Family Wellness

NJCU recognizes that life and logistics issues can significantly impact students’ ability to meet their educational goals. In addition to academic support, the University provides services geared toward individual and family wellness. These include:

- Children’s Learning Center (S4.019). Accredited by the National Association for Education of Young Children, the Children’s Learning Center is designed to meet the child-care needs of NJCU student-parents (as well as staff). The Center offers a preschool class, a pre-kindergarten class, and an after school program. In both the 2017-2018 and 2018-2019 assessments (S4.020), 100% of families were satisfied with the Center overall. In 2017-2018, 11% suggested increased hours would be helpful and in 2018-2019, one family suggested increasing the size of the facility. Due to budget considerations, changing hours is not feasible. Relocation was also recommended in the Facilities Master Plan (see Chapter 6); to date, a suitable space has not been identified.
- Counseling Center (S4.021). The Counseling Center provides individual and group counseling to enhance the psychological, social, and intellectual development of students. In 2018-2019, the Center provided over 1300 appointments for 209 students, 82% of whom indicated that the support was key to their ability to continue at NJCU (S4.022). However, based on an internal survey, students rated satisfaction with the Center low compared to other services (S4.023). Students have indicated long wait times for appointments to be a critical issue. In response, in Fall 2019, the University hired a third full-time mental health counselor and a full-time social worker.

- Food Pantry (S4.024). The Gothic Knights Food Pantry (GKFP), opened in October 2018, is a dry food pantry open to all students (as well as staff and the community). The GKFP is a collaboration with the Jersey City Food Bank and one campus food vendor.
- Health and Wellness Center (S4.025). The Health and Wellness Center (HWC) provides free primary care and preventive medical services to students, regardless of insurance. HWC's staff educate students about personal health and self-advocacy as consumers of healthcare services. The HWC also oversees enforcing the state mandated health/ immunization requirements.
- Speicher-Rubin Women's Center for Equity and Diversity (Women's Center, S4.026). As described in Chapter 2, the Women's Center provides numerous services in support of its mission to achieve equity for women and under-represented students. These include individual, short-term counseling for victim-survivors of gender-based violence.

Campus Life

NJCU has 23 student clubs (17 active and 5 pursuing official club status), and during 2017-2018, offered 36 events devoted to leadership, culture, social activities, and academics (S4.027). There were over 2200 attendees to these events. The action plan for 2018-2019 included expanding the use of social media to broaden participation. The results from that assessment cycle indicate a slight increase in participation (to 2325) (S4.028). This was also the first year that number of unique attendees was tracked (447), providing a baseline for assessing improvement. The action plan for 2019-2020 includes refocusing and rebranding, from Campus Life to the Center for Leadership and Engagement, and the launch of a Leadership Academy (S4.029).

Support for Post-Graduation Success

As noted throughout this document, NJCU has a history of serving career-focused students. Further, career exploration and placement are central to the Strategic Plan (2.3). Chapter 3 describes internship placement and career development and notes that the Provost is currently reviewing strengths and opportunities of the services offered to students.

Transfer Credits and Alternative Learning Approaches (SIV.C2)

NJCU has policies and procedures regarding awarding of transfer credits, and credits for knowledge developed through experience, prior non-academic learning, and competency-based assessments.

Transfer Credits (see also Compliance Report)

Transfer students are an important NJCU constituency; transfer students constitute approximately 39% of the undergraduate population. Information for prospective transfer students is posted on the Admissions webpage (S4.030) which outlines the application procedures. In addition, the University has articulation agreements and dual admission programs with several NJ community colleges. More information on the disclosure of policies related to articulation agreements is contained in the Compliance Report documentation.

The Transfer Resource Center (TRC) assists prospective transfer students by providing additional information such as application checklists and forms, answers to frequently asked questions, webinars, and a calendar of recruitment events (S4.031). The TRC also provides information on NJ Transfer, a state-operated website designed to assist students transferring from NJ community colleges to four-year institutions (S4.032).

The TRC is responsible for transcript evaluation for all accepted transfer students and, in collaboration with the Office of the Provost, maintains the accuracy of course equivalency rules. The TRC also connects incoming students to advising, registration, and support services.

The University has a policy related to taking courses at other institutions, which is available in the catalog (S4.033). The policy outlines minimum grade requirements, as well as specific processes applicable to transfer credit for general education courses.

Additional Options for Awarding of Credit

In addition to transfer of credits from higher education institutions, the University has policies and guidelines for the awarding of credit for experiential learning, competency-based assessments, and other alternative learning approaches. Table 4-4 provides a summary of the criteria for these external assessments; detail is available in the catalog (S4.033).

Table 4-4, Options for Credit from Alternative Learning Approaches

Exam	Criteria
Advanced Placement (AP)	Score of 3 or above on AP exam
Cambridge International	Grade of C or above on A-level exam; up to one year of credit
Department of Defense Standardized Test (DSST)	Based on American Council on Education recommendations
College Level Examination Programs (CLEP)	Score of 50 or above on exam
International Baccalaureate (IB)	Score of 5 or higher on courses completed on a Higher Level
NYU Language Proficiency Exam	Based on results from NYU Language Proficiency Exam Office
Prior Learning Assessment	Case-by-case basis, upon provision of information/certificates

Security and Maintenance of Student Records (SIV.C3)

Consistent with the University's commitment to safeguarding student information and to adhering to the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA), NJCU has policies and procedures governing the safe and secure maintenance and release of student information. The Registrar Office, Financial Aid Office, Office of Student Accounts, the Department of Information Technology, the Counseling Center, and the Health and Wellness Center have major roles in this regard.

FERPA

FERPA (20 U.S.C. § 1232g; 34 CFR Part 99) protects the confidentiality of student records. The Registrar Office safeguards students' records, and releases non-directory information only at the written request of the student. Students request transcripts or grant parental access to their records. In addition, students have the right to request that directory information not be released publicly. Information on FERPA for students, parents, and faculty/staff is described on the Policy Library webpage (S4.034). Forms regarding release/non-release of information and provision of transcripts are available on the Registrar webpage (S4.035).

Internally, access to transcripts for faculty/staff is governed through security settings applied to PeopleSoft, the University's Student Information System. Access is granted by the Registrar Office, after review of rationale for access and provision of appropriate training. In addition, prior to accessing any individual student's transcript, authorized users are prompted to acknowledge their responsibilities under FERPA guidelines (S4.036).

Information Technology Department

The University's Information Security Policy (S4.037), administered by the IT Department, governs the privacy, security, and confidentiality of student data, and the responsibilities of departments and individuals for such data. The University also has specific guidelines related to: Email security (S4.038), information privacy (S4.039), data collection (S4.040), data confidentiality (S4.041), and handling of sensitive information (S4.042). These security measures are intended to protect information assets and preserve the privacy of student records and other associated information. In addition, the IT Department maintains secure configuration standards and network security controls to safeguard student records from both internal and external network threats.

Counseling Center, Health and Wellness Center

The Counseling Center and Health and Wellness Center provide free and confidential services to students. Confidentiality is maintained within the guidelines of the American Psychological Association's ethical standards, and State law. These centers use the Titanium Schedule, a leader in counseling center EMR (Electronic Medical Records) software, for scheduling appointments and maintaining client records. The Titanium Schedule provides strong HIPPA-compliant security for client data.

Extracurricular Activities (SIV.C4)

NJCU offers athletics and campus life activities that are regulated by the same academic, fiscal, and administrative principles as other University programs.

The Athletics Department is headed by the Associate Vice President and Director of Athletics, and is housed in the Advancement Division (S4.043). The Department also oversees aquatics programs, community recreation, and fitness and intramural sports.

The Campus Life Office is supervised by the Associate Vice President for Student Affairs in the Division of Student Affairs and Enrollment Management, under the student life component (S4.044). In addition to Campus Life, the student life area includes Center for Leadership & Engagement, Residential Life, Student Government, Student Media, and Tutoring. These units participate in annual assessment reporting and continuous improvement activities.

Third-Party Providers (SIV.C5)

NJCU does not currently have third-party providers designing, delivering, or assessing student learning experiences.

Periodic Assessment (SIV.C6)

As referenced throughout this Chapter, NJCU periodically assesses criteria related to support of the student experience, including:

- Use of annual administrative assessment reporting to track department-level metrics and implementation of action plans based on findings.
- Use of national and in-house surveys to assess student needs and perceptions, and use of findings to improve.
- Examination of retention and graduation by specific characteristics, and assessing the impact of specific initiatives on student persistence and performance.

Relationship of Standard IV to Self-Study Priorities

Meeting the criteria in Standard IV is at the foundation of the University's commitment to Student Success, one of the University priorities. The University provides academic, personal, and social support to assist students in making consistent degree progress and graduate in a timely manner.

Conclusions and Next Steps

Based on the thorough review of evidence, it is determined that New Jersey City University meets the requirements of Standard IV: Support of the Student Experience.

Pride points include:

- The University faculty and staff are committed to supporting students comprehensively and throughout their academic career.
- The University has increased freshman graduation rate to an all-time high.

Opportunities for improvement include:

- NJCU can enhance student success and campus climate by ensuring that responsibilities and accountabilities under the cross-divisional student success model are clearly established and communicated.
- NJCU can enhance student success by refining its model for career planning and placement.
- NJCU can enhance student success by moving quickly to revise its approach to All-University Requirements and developmental education.

Items in Evidence Inventory

Criterion 1

- S4.001 *Transforming Lives* Strategic Plan, see also URL section of Evidence Inventory
- S4.002 Enrollment density heat maps
- S4.003 Retention and graduation statistics, by cohorts
- S4.004 Tuition and aid webpage screenshots
- S4.005 Student accounts webpage screenshots
- S4.006 English and mathematics course placement processes
- S4.007 Presentation on 2019 new student orientation
- S4.008 Description of orientation for OSP and TLC
- S4.009 Orientation to College syllabus
- S4.010 Rising Knight Institute webpage, screenshot
- S4.011 Rising Knight Peer Mentoring Program webpage, screenshot
- S4.012 2017 NSSE results for academic advising, page 9
- S4.013 2019 NSSE results for academic advising, page 10
- S4.014 2019 early alert summary presentation
- S4.015 Tutoring Hub webpage screenshot
- S4.016 2018-2019 Hub annual assessment results
- S4.017 Results of tutoring analysis, impact on persistence
- S4.018 Results of supplemental instruction analysis, relationship to grades
- S4.019 Children's Learning Center webpage screenshot
- S4.020 2017-2018 and 2018-2019 Children's Learning Center annual assessment results
- S4.021 Counseling Center webpage screenshot
- S4.022 2017-2018 and 2018-2019 Counseling Center annual assessment results

- S4.023 2018 undergraduate student survey, excerpt
- S4.024 Food pantry webpage screenshot
- S4.025 Health and Wellness Center webpage screenshot
- S4.026 Women's Center webpage screenshot
- S4.027 2017-2018 Campus Life annual assessment results
- S4.028 2018-2019 Campus Life annual assessment results
- S4.029 Armor Leadership Academy webpage, screenshot

Criterion 2

- S4.030 Prospective transfer student admissions webpage screenshot
- S4.031 Transfer Resource Center webpage screenshot
- S4.032 NJTransfer webpage screenshot
- S4.033 Credit transfer and credit by examination policies, see also URL section of Evidence Inventory

Criterion 3

- S4.034 FERPA information webpage
- S4.035 Forms regarding release of student information and Registrar webpage screenshot
- S4.036 Acknowledgement of FERPA requirements for running transcripts screenshot
- S4.037 Information security policy
- S4.038 Email security policy
- S4.039 Information privacy policy
- S4.040 Data collection policy
- S4.041 Data confidentiality policy
- S4.042 Procedure on handling sensitive information

Criterion 4

- S4.043 Advancement organizational chart
- S4.044 Student Affairs and Enrollment Management organizational chart

Criterion 5

No artifacts associated with this criterion; this criterion does not apply to NJCU

Criterion 6

No new artifacts associated with this criterion

The following artifacts are uploaded for reference: S4.003, S4.012, S4.013, S4.016, S4.017, S4.018, S4.020, S4.022, S4.023, S4.027, S4.028

CHAPTER 5. Standard V: Educational Effectiveness Assessment

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

New Jersey City University meets the requirements of Standard V: Educational Effectiveness Assessment.

Introduction

Based on review of the evidence, it is apparent that NJCU has a system for the assessment of student learning and use of results for continuous improvement of instruction and outcomes. The Working Group examined assessment processes and their artifacts. The Group sought feedback from faculty, staff, and students, and consulted with assessment committees. For instance, Working Group V met with the Program Assessment Coordinating Committee (PACC), which supports assessment in the discipline and the General Education Committee on Assessment and Policy (GECAP), which coordinates assessment in the General Education program. Group V also met with students to understand their perspectives. Because of the relationship among curriculum, instruction, and assessment, Working Group V collaborated with Working Group III.

Working Group V also reviewed documents from previous interactions with MSCHE around assessment. NJCU's last relevant touch point with the Commission was the October 2017 submission of a Monitoring Report related to Standards 7, 12, and 14 of the *Characteristics of Excellence* (S5.001, under Criterion 1 of the Evidence Inventory). The 2015 Periodic Review Report reviewers noted the existence of a "sustainable" assessment system, but also a recent "unevenness" in participation and requested a monitoring report. Working Group V referenced the Monitoring Report and relevant elements are described in this Chapter. Finally, throughout the work process, the Group reviewed approaches to continuous improvement of assessment (Criterion 5). Examples of this meta-assessment are discussed throughout this Chapter and summarized in the *Periodic Assessment (SV.C5)* Section.

The University's Strategic Plan (S5.002, under Criterion 1 of the Evidence Inventory) establishes importance of assessment by describing "ongoing course and program assessment" as one of four key strategies needed to ensure graduates are academically accomplished (Goal 2, Objective 1, [2.1]). The Plan also situates academic program review as a strategy for ensuring high-quality programming (1.2), and emphasizes continuous improvement initiatives in relation to core University values (3.1).

Assessment of student learning is a key factor in the Student Success priority. In particular, assessment is relevant to ensuring that programs are rigorous and prepare students for the future, and that students develop competencies in general education and in their discipline. These areas are described in the appropriate sections of this Chapter.

The evidence in this Chapter also addresses Requirements of Affiliation (ROA) #8, #9, and #10.

Educational Goals/Outcomes (SV.C1)

The Strategic Plan emphasizes NJCU's goal of graduating students with expertise in both their discipline and in the university-wide outcomes. NJCU's academic programs, including the general education program, have clearly stated goals that are appropriate to the NJCU mission and are interrelated.

University-Wide (General Education) Student Learning Outcomes

As noted throughout Chapter 3, the university-wide outcomes were adopted by faculty as the General Education program outcomes. In practice, they are referred to interchangeably. NJCU's General Education outcomes are:

- Civic engagement and intercultural knowledge
- Critical thinking and problem solving
- Information and technology literacy
- Oral communication
- Quantitative literacy
- Written communication

These General Education outcomes are consistent with those deemed core to a liberal education by the American Association of Colleges and Universities (AAC&U) and with those articulated by the MSCHE Commission. These outcomes are consistent with the NJCU mission and aligned with the needs of its career-focused student body.

Disciplinary Program-Level Student Learning Outcomes

Also as noted in Chapter 3, academic programs are developed around a set of student learning outcomes that articulate expectations for students' knowledge, skills, and behaviors upon completion of the program requirements. Beginning with the 2019-2020 University catalog, program outcomes for undergraduate majors were included to program pages in the catalog (S5.003). Currently, 72% of undergraduate programs have outcomes listed in the catalog, with 100% as the target for the 2020-2021 catalog.

Although adding outcomes to the catalog had been under discussion for some time, outreach related to this Self-Study process led to immediate action. Specifically, Working Group V met with the Student Government Association, and the students reported being unaware of the learning outcomes for their programs. In response, outcomes have been added, and PACC and the Provost's Office have begun reinforcing with faculty the benefit of explicitly discussing program outcomes with their students.

Consistent with mission, program-level goals address both applied and theoretical aspects of learning. At the undergraduate level, 47% of programs include applied outcomes, and 64% address theoretical and higher order competencies. Many have both. In Art, for instance, students are expected to 'demonstrate technical proficiency in creating art projects' and also to be able to 'interpret works of art in light of the social and historical context in which they were produced.'

NJCU provides support for development of learning outcomes. The State provides guidelines for new programs (S5.004), and the Provost's Office reviews program proposals. PACC also provides support, through both workshops and individual consultation (S5.005). In addition, when reviewing annual assessment reports, if appropriate, PACC proactively provides feedback on possible improvements in outcome wording. Finally, departments review and, as necessary, refresh their outcomes when completing program reviews (see Chapter 3, and the *Institutional Assessment (SV.C2, SV.C3, ROA #8, ROA #9, ROA #10)* Section of this Chapter).

Alignment of Disciplinary Outcomes with University-Wide (General Education) Outcomes

Following best practices, the University seeks to ensure alignment of outcomes across levels. For instance, disciplinary outcomes should align with the General Education outcomes. Table 5-1 lists the percentage of academic major programs with disciplinary outcomes that align with General Education competencies. Critical thinking and written communication are well-represented, 64% and 46%, respectively. Only 11% of programs reference civic engagement. This finding echoes the finding of

Working Group III with regard to course offerings. As noted in Chapter 3, work is underway to infuse civic engagement into the curriculum.

Table 5-1, Percentage of Programs with Disciplinary Outcomes Aligned to General Education Outcomes

General Education Learning Outcome	Percentage
Civic Engagement and Intercultural Knowledge (CEIK)	11%
Critical Thinking and Problem Solving (CTPS)	64%
Information and Technology Literacy (ITL)	36%
Oral Communication (OC)	21%
Quantitative Literacy (QL)	25%
Written Communication (WC)	46%

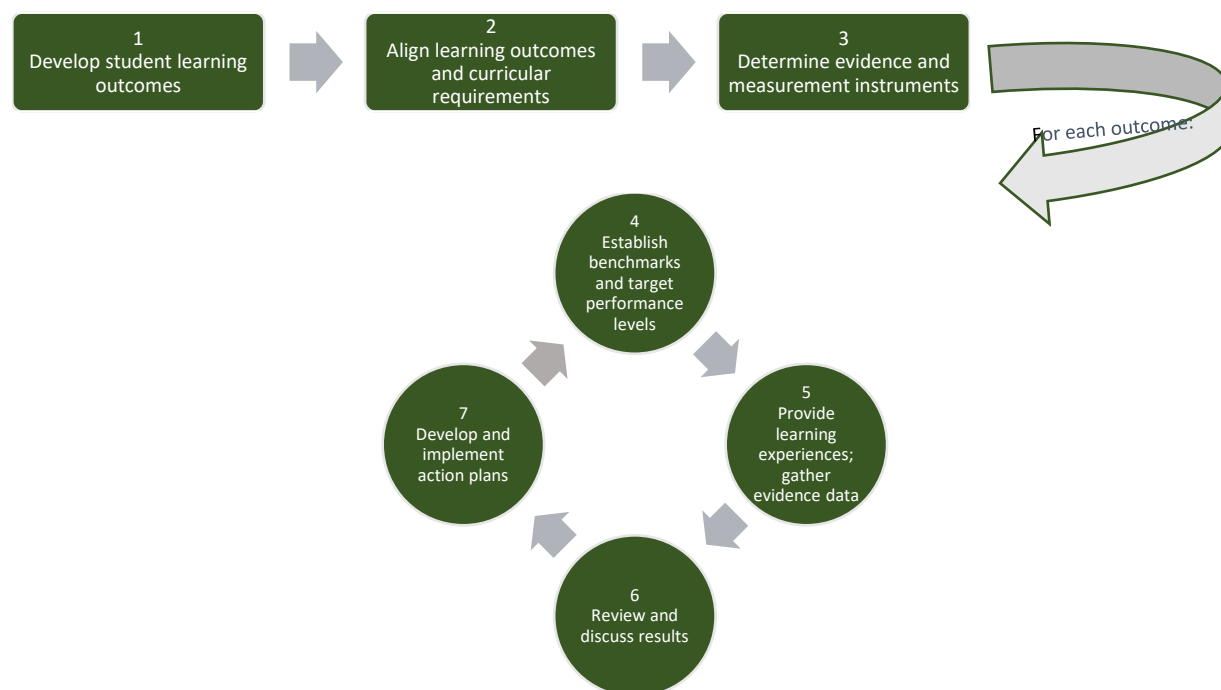
Assessment of Learning and Use of Results (SV.C2, SV.C3, ROA #8, ROA #9, ROA #10)⁵

NJCU assesses the extent to which students achieve program-level outcomes in both General Education and the disciplines. The University accomplishes this through an organized and systematic process that is conducted by faculty.

Assessment in the Disciplines

Since 2013, academic departments have participated in the annual Program-Level Student Learning Outcomes Assessment process, which is based on the standard assessment cycle (Figure 5-1).

Figure 5-1, Assessment Process



⁵Evidence supporting this Section is contained under Criterion 2 of the Evidence Inventory.

Each October, departments submit annual assessment reports through Tk20, the centralized assessment platform. Reports include (a) findings from the previous year's assessment (reporting on #6 and #7 in Figure 5-1), and (b) the benchmarks and targets for the outcome or outcomes to be assessed in the coming year (#4 in Figure 5-1). The number of outcomes assessed each year depends in part on findings from the previous year. For instance, if a major curricular change is initiated relative to a particular outcome, the department may defer assessment of that outcome until students had experienced the new curriculum and the impact of the change on performance could be detectable.

PACC provides support for faculty and departments in meeting annual assessment requirements. In 2018, PACC shifted to a consultation model approach to its work (S5.006). This change was an outgrowth of the assessment of assessment processes conducted while preparing the 2017 Monitoring Report. Under the original structure, PACC members served as liaisons to specific departments. While this facilitated participation, it appeared that the model may also have reinforced the view of assessment as an activity that was to be checked off. The consultation model establishes members' areas of expertise (outcomes, curriculum mapping, measures, results, etc.), and allows departments to receive targeted assistance. The administrator who chairs the Committee has taken on all administrative communication such as reminders and technical support.

After completion of the reporting cycle, PACC reviews each submission and completes a feedback rubric through Tk20 (S5.007). The rubric results are available to all faculty with access to the platform. Faculty determine level of access for their individual departments. PACC discusses patterns in the assessment submissions to develop the Committee's own work plan for the year. For example, the 2019-2020 focus on rubric development came out of review of previous year's submissions.

Participation

All departments are expected to participate in the University process. However, programs with disciplinary accreditation can follow their accreditor's requirements in lieu of submitting separately through the University process. Several programs opt to participate in the NJCU process, however, as outlined in Table 5-2.

Table 5-2, Assessment Reporting Option of Programs with Disciplinary Accreditation

Program(s)	Accreditor	Option Selected
Art	NASAD	NJCU process
Business	ACBSP	NJCU process
Counseling	CACREP	Hybrid. Utilize Tk20 akin to NJCU process; report to CACREP
Education	CAEP	CAEP reporting
Media Arts	NASAD	NJCU process
Music	NASM	NJCU process
Nursing	CCNE	CCNE reporting
School Psychology	NASP	NASP reporting

As indicated in the Monitoring Report, participation in 2016-2017 was 100% (S5.008). It was 96% for the 2017-2018 cycle, with one department not submitting. Participation was 82% for the 2018-2019 cycle, with three departments not submitting. In all cases, the lack of submission was due to significant faculty transitions that have impacted workload.

Sharing and Using Results

Part of the assessment process is sharing results with relevant stakeholders, including students and adjunct faculty members. Table 5-3 lists the common methods (see S5.009 for details for 2018-2019). Discussion at faculty meetings is by far the most common method, suggesting a collaborative and transparent approach by departments.

Table 5-3, Methods Utilized by Departments to Share Assessment Results*

Method	2016-2017	2017-2018	2018-2019
Faculty meeting	83%	92%	95%
Email	27%	21%	30%
Post to website	6%	0%	0%
Meet with students	33%	25%	15%

*Multiple methods permitted

Based on the results, departments develop action plans for continuous improvement of student outcomes. Action plans are classified in one or more categories. Table 5-4 summarizes the types of action plans developed (see also S5.009). Modifying instructional practices and revising the curriculum have increased as action plans over time. Conversely, revising the assessment instrument has decreased. Instrument revision is often associated with some misalignment across the assessment cycle such as mismatch between outcome and evidence. Therefore, the decrease over time suggests that departments are “settling in” with their outcomes and measures.

Table 5-4, Characteristics of Continuous Improvement Action Plans*

Action Plan	2016-2017	2017-2018	2018-2019
Modify instructional practices	20%	23%	26%
Revise assessment instrument	27%	19%	15%
Modify course sequencing	6%	9%	2%
Revise the curriculum	12%	17%	17%
Enhance faculty development	4%	6%	6%
Enhance student support	14%	11%	17%

*Multifaceted plans permitted

Representative examples of the action plans include the following.

- Modifying instructional practices: The History department found that 53% of students met the desired benchmark with respect to research and analysis in their capstone. This fell short of the 80% target. Analyses indicated that students were relying on secondary sources. The faculty will augment the existing two library skills sessions by incorporating the skills in the courses leading up to capstone.
- Revising curriculum: The Modern Languages department found that 62% of students met the desired growth in writing skills, compared to the target of 80%. Analyses suggested that students of Spanish heritage in particular need more practice with writing skills. To address this, the faculty are implementing a mandatory writing component across all Spanish major courses.
- Enhancing student support: The Mathematics department noted lower than desired performance with respect to solving real world mathematical problems. One of the potential contributing factors was difficulty in utilizing mathematical software. To address this factor, the faculty will develop technical support tools for students.

In response to its self-assessment in 2017, PACC implemented a practice of providing feedback to all departments on their assessment. Based on two years of feedback:

- The Committee began requesting copies of assessment instruments as a means of providing context for their review of results and action plans. PACC also plans to establish an instrument library to provide examples for departments.
- The Committee noted that departments have made advances in outcome writing, but there are still instances in which rewording of the outcome may increase measurability.
- The Committee will begin encouraging departments add detail to their implementation timelines as a means to increase the chance that changes and re-assessment stays on course.

Assessment in General Education

The General Education curriculum is described in Chapter 3. In this Section, the assessment plan and its implementation are described. The discussion draws from and builds on the work that was reported in the 2017 Monitoring Report (S5.010).

Assessment Plan

The assessment plan has undergone several changes since the program's launch in 2015, but has also maintained some key characteristics. For instance, the evidence collected and assessment instrumentation have remained fairly consistent. Specifically, General Education assessment utilizes the application of rubrics to signature assignments for each of the six learning outcomes: Civic Engagement and Intercultural Knowledge (CEIK), Critical Thinking and Problem Solving (CTPS), Information and Technology Literacy (ITL), Oral Communication (OC), Quantitative Literacy (QL), and Written Communication (WC). The rubrics are based on the VALUE (Valid Assessment of Learning in Undergraduate Education) rubrics from the AAC&U, modified to address specific NJCU conceptions of the outcomes (S5.011). Benchmark performance levels are determined based on the tier level of the course. By the Tier III capstone, students are expected to achieve mastery of the outcomes.

The assessment plan approved by the Senate calls for anonymity for students and for faculty/courses. This too has remained consistent throughout the five years. There have been changes in how the assessment is performed, however. For the first two years of the program, assessment was conducted by volunteer faculty jurors. Jurors participated in norming sessions, but they did not necessarily have first-hand experience teaching in the General Education program. Challenges were noted with respect to securing a suitable number of volunteers and to establishing appropriate inter-rater reliability. Rater agreement varied greatly across dimensions of single rubrics as well as between rubrics.

Effective Fall 2017, the Senate adopted a model under which individual faculty applied the assessment rubrics for the students in their own courses (S5.012). This was consistent with the model utilized by the programs on campus with disciplinary accreditation/recognition (i.e., Art, Business, Counseling, Education, Media Arts, Music, Nursing, and Psychology); in these programs, the faculty teaching the courses perform both the individual grading of their students and the separate, program-level, assessment of signature assignments. It was hoped that this change for general education would lead to a deeper understanding of the outcomes by General Education faculty, which could positively impact the alignment of instruction and assessment. Challenges with this model included low submission by faculty (full-time and adjunct), and potential lack of inter-rater reliability. Professional development to ensure reliability in scoring was key in the decision to change models, but participation was difficult to achieve. Thus, it is not clear what level of inter-rater reliability exists.

In December 2019, the Senate voted to assign responsibility for scoring to the members of the General Education Committee on Assessment and Policy (GECAP) (S5.013). It is anticipated that this will address participation and inter-rater reliability concerns. The change will be enacted starting Fall 2020.

Assessment Results and Improvement Plans

Assessments results are compiled each semester and are reviewed by the GECAP. GECAP presents themes to the University Senate each semester and posts the results to the University's portal. The 2017 Monitoring Report described baseline findings and noted that the two most critical areas for attention were CEIK and QL (S5.010). For CEIK, recommendations included (a) revising the rubric and (b) collaboration with administration to provide institutional support for service learning and civic engagement in the program. The University addressed the second recommendation by establishing a specific Faculty Fellows cohort focused on Civic Engagement (see Chapter 3).

Results for CEIK from Fall 2017 forward show marked improvement in the percentage of artifacts scored at or above the Tier-level benchmark (see Table 5-3, and S5.014 for reports). This may be due to impact of the Faculty Fellows program. However, the Fellows' focus on civic engagement began in 2017, so the impact may not have been discernible in Fall 2017.

Table 5-3, Percentage of Civic Engagement and Intercultural Knowledge Artifacts at or Above Benchmark

Tier I	SP16	FA17	SP18	FA18	SP19
<i>Student artifacts scored</i>	57	228	213	210	115
Knowledge cultural worldwide frameworks	34%	72%	77%	83%	85%
Diversity of communities and cultures	37%	71%	80%	89%	83%
Analysis of knowledge	21%	69%	69%	81%	82%
Civic identity and commitment	13%	70%	67%	76%	90%
Civic communication	18%	70%	78%	77%	80%
Civic action and reflection	11%	70%	72%	74%	81%
Civic contexts/structures	9%	67%	60%	73%	79%
Tier II	SP16	FA17	SP18	FA18	SP19
<i>Student artifacts scored</i>	27	194	108	130	140
Knowledge cultural worldwide frameworks	15%	78%	54%	75%	79%
Diversity of communities and cultures	7%	78%	44%	76%	71%
Analysis of knowledge	4%	69%	48%	67%	69%
Civic identity and commitment	0%	70%	47%	63%	73%
Civic communication	7%	68%	46%	64%	76%
Civic action and reflection	8%	65%	40%	65%	71%
Civic contexts/structures	8%	70%	40%	65%	76%

Note: SP = Spring, FA= Fall.

An alternative explanation is that the Spring 2016 results were an anomaly due to the small sample size. The change may also be related to the shift in methodology from volunteer jurors assessing artifacts to individual faculty scoring their own students' work.

It should be noted that after the initial baseline was established for all outcomes (from Fall 2015 to Spring 2016), the General Education assessment plan called for assessment of a subset of outcomes each year to allow for more focused analysis, action planning, and implementation of changes. However, beginning in Fall 2017, the GECAP required assessment of all outcomes each semester, under the rationale that this would help reinforce teaching focused on outcomes. While this may have occurred, it is also possible that the assessment load may have contributed to low submission rates for rubric scores

and/or dampened growth in consistency of scoring. Furthermore, the volume of data may have challenged faculty's ability to review results, and develop/implement action plans. Finally, the lack of "wait time" between assessments makes it difficult to attribute change in results to interventions.

GECAP noted and addressed these concerns in its December 2019 report to Senate. The resolutions approved at that meeting put forth a timeline whereby individual outcomes are assessed every three years (S5.013). Further, the plan incorporates time for review of individual syllabi, data analysis, and action planning. The impact of this revised plan on outcomes and action planning will be closely monitored beginning in Fall 2020.

Institutional Assessment (SV.C2, SV.C3, ROA #8, ROA #9, ROA #10)⁶

In addition to direct assessment of student learning outcomes within academic programs, the University has institutional assessment processes such as program review and annual administrative assessment.

Program Review

Program review is described in detail in Chapter 3 (see also S5.015). In brief, program review affords an opportunity to perform a critical analysis of strengths, weaknesses, and opportunities with respect to its programs, faculty, instruction, student outcomes, and resources. Departments/programs undergo review approximately every five to seven years. Programs with disciplinary accreditation may utilize their accreditation activities to fulfill the NJCU's program review requirement.

Program-level student learning outcomes assessment is one component of program review, requiring a longitudinal analysis. That is, internal program review requires analysis of five years of data. Similarly, the Accreditation Council for Business Schools and Programs requires at least three cycles. This requirement provides departments the opportunity to bring together multiple years of annual assessment and view results from a different lens.

Program review also requires analysis of other student success measures, including year-to-year retention and graduation rates. Retention and graduation dashboards are available to all faculty and staff, and allow drilling down by admission type (freshman/transfer), attendance status (full-time/part-time), academic department, and student group (e.g., athlete, residential, etc.) (S5.016). Departments review these data and develop action plans for improvement. For example, based on review of attrition data, the Criminal Justice Department renewed its commitment to faculty engagement with students through personal interaction and advisement, combined with encouraging students to fully utilize academic support resources (S5.017). Similarly, the History Department prioritized faculty outreach to stem a pattern of intended history majors ultimately selecting different academic paths (S5.018).

Program review is also an opportunity for departments to assess budgetary needs and make necessary changes to existing allocations and/or make additional requests. The impact of recent budget constraints (discussed in Chapter 6) on faculty development has been noted by departments including Biology and Marketing (S5.019).

As noted in Chapter 3, the implementation of program review has been uneven, which has limited the ability to utilize the process for continuous improvement. As the Provost's plan to ensure engagement at

⁶ Evidence supporting this Section is contained under Criterion 3 of the Evidence Inventory.

all levels is implemented, the utility of program review can expand. That is, results can be aggregated to provide information relative to planning for academic program offerings, staffing needs, and budget.

Assessment in Administrative Units

Administrative units across the University support the student learning experience. These units participate in annual administrative assessment that is similar to the assessment of student learning outcomes. The process begins in late summer, when administrative departments review and refine existing outcomes and develop outcomes as necessary. Departments then establish performance targets for the year and develop strategies to achieve the targets. Outcomes are tied to the strategic plan, and departments tend to have the same outcomes from year to year. However, units may change outcomes as necessary to address new priorities or needs. Assessment results are compiled at the end of the following summer and reviewed both divisionally and university-wide. Administrative assessment is described in Chapter 6, which highlights the use of assessment results in planning, and describes strengths of, challenges with, and recent changes to the process.

Third-Party Providers (SV.C4)

NJCU does not currently have third-party providers designing, delivering, or assessing student learning experiences.

Periodic Assessment (SV.C5)

As referenced throughout this Chapter, NJCU periodically assesses the criteria related to educational effectiveness assessment. For completeness, these references are summarized below:

- Use of self-assessment of the University's assessment process to revise the PACC model.
- Use of information on the General Education assessment process to revise the model.
- Use of information regarding program review implementation to implement changes.
- Use of information on the implementation of the administrative assessment process to revise the model (see Chapter 6 for details).

Relationship of Standard V to Self-Study Priorities

Meeting the criteria in Standard V is critical to the University's commitment to the Student Success priority. Assessment is a fundamental component of the teaching and learning process, and the use of assessment results to improve instruction can help ensure students develop competencies related to program learning outcomes.

Conclusions and Next Steps

Based on thorough review of evidence, it was verified that New Jersey City University meets the requirements of Standard V: Educational Effectiveness Assessment

Pride points include:

- The University has well-established processes for student learning outcomes assessment in the disciplines and a coordinating committee with dedicated faculty who provide substantial support.
- The University periodically reviews its assessment processes and works to continually improve.

Opportunities for improvement include:

- NJCU can enhance student success by ensuring that the revised assessment plan for General Education is fully and faithfully implemented, including training of assessors and adherence to expectations for use of results.
- NJCU can enhance student success and campus climate by ensuring the program review process is meaningful and that results are used for academic planning.

Items in Evidence Inventory

Criterion 1

- S5.001 2017 Monitoring Report narrative
- S5.002 *Transforming Lives* Strategic plan, see also URL section of Evidence Inventory
- S5.003 Sample program outcomes in catalog, and compiled outcomes, see also URL section of Evidence Inventory
- S5.004 Academic Issues Committee manual, Appendix K excerpt
- S5.005 PACC services, webpage screenshot

Criterion 2

- S5.006 PACC meeting notes regarding consultation model
- S5.007 Assessment feedback rubric
- S5.008 2017 Monitoring Report, excerpt on Standard 14
- S5.009 Annual departmental assessment submissions, 2018-2019
- S5.010 2017 Monitoring Report, excerpt on Standard 12
- S5.011 General Education rubrics
- S5.012 Senate resolution on general education assessment, April 2017 minutes, excerpt
- S5.013 December 2019 Senate agenda and general education report (minutes not yet available)
- S5.014 General Education assessment reports on CEIK Spring 2016 through Spring 2019

Criterion 3

- S5.015 Program Review Guidelines
- S5.016 Screenshot of retention/graduation dashboards
- S5.017 Excerpt from Criminal Justice program review
- S5.018 Excerpt from History program review
- S5.019 Excerpts from Biology and Marketing program reviews

Criterion 4

No artifacts associated with this criterion; this criterion does not apply to NJCU

Criterion 5

No new artifacts associated with this criterion

The following artifacts are uploaded for reference: S5.001, S5.005, S5.006, S5.013, S5.015, S5.017, S5.018, S5.019

CHAPTER 6. Standard VI: Planning, Resources, and Institutional Improvement

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

New Jersey City University meets the requirements of Standard VI: Planning, Resources, and Institutional Improvement.

Introduction

Based on review of the evidence, it is apparent that NJCU has the planning processes, financial oversight, and resource allocation methodologies in place to assess and improve programs and services. Planning and resource allocation are linked to institutional goals and mission and include constituents throughout the University. Furthermore, the University engages in continuous review of its planning processes and outcomes as well as ongoing analysis of its financial health.

A primary line of inquiry for Working Group VI was review of planning and budget documents and their links to the Strategic Plan. The Group also analyzed information on human capital, technology, real estate, and the integration of institutional priorities with strategic initiatives. The Group analyzed both the processes and the results achieved. Throughout these efforts, the Working Group engaged stakeholders from critical areas such as the Office of the Chief Operating Officer, Facilities, Finance, Human Resources, and Information Technology to obtain feedback regarding analyses and conclusions.

The University's Strategic Plan (S6.001, under Criterion 1 of the Evidence Inventory) is itself an artifact of the planning process. In addition, Goal 3 of the plan is devoted to resources – fiscal, human, technological, and infrastructure.

Planning and resources are foundational to several elements of Campus Climate: Safe, secure, invigorating campus; transparency and effective communication; inclusion in decision-making; collaboration and mutual accountability. Although not directly related to Student Success, resources and planning are key to providing students' access to affordable education and support services, and thus to students' consistent progress to degree. These areas are discussed throughout the Chapter.

The evidence in this Chapter also addresses Requirements of Affiliation (ROA) #8, #9, #10, and #11.

Fiscal Context

As a precursor to describing planning processes, this Section provides a brief overview of the current fiscal context. Like several other institutions in the State, NJCU has experienced declining enrollment and stagnant state appropriations in recent years. In addition, there has been an increase in expenses due to efforts to enhance student success and the student experience. As noted in the Preface, enrollment has decreased since a high in 2016. Table 6-1 lists headcount for graduate and undergraduate students, and progression statistics for undergraduates. Graduate student enrollment decreased only slightly between 2016 and 2019 (1841 to 1812). At the undergraduate level, the decrease was largely due to declining new transfer student enrollment (down 279 students from 2016 to 2019), declining one-year retention for freshman (77% to 73%) and transfer (68% to 65%) students, and relatively stagnant retention (freshmen) and retention/graduation (transfers) in later years.

Table 6-1, Fall Headcount and Progression Statistics

	2015	2016	2017	2018	2019
Undergraduate Headcount Total	6317	6663	6508	6237	6137
New Freshman students (FT and PT)	819	988	991	968	1008
New Transfer students (FT and PT)	960	971	816	753	692
Retention of Continuing Students who Entered as FT/PT Freshmen in Previous Cohort					
Retained to year 2	74%	77%	76%	71%	73%
Retained to year 3	55%	55%	59%	55%	56%
Retained to year 4	51%	50%	49%	52%	50%
Retention/Graduation of Continuing Students who Entered as FT/PT Transfers in Previous Cohort					
Retained to year 2/Graduated by year 2	68%/11%	68%/10%	68%/11%	68%/10%	65%/11%
Retained to year 3/Graduated by year 3	32%/37%	36%/35%	38%/34%	36%/37%	35%/36%
Retained to year 4/Graduated by year 4	18%/51%	19%/47%	16%/55%	17%/53%	13%/55%
Graduate Headcount Total	1920	1841	1774	1754	1812

See S6.002, under Criterion 1 of Evidence Inventory, for methodological detail

To add to the challenge, enrollment and revenue have also been less than projected. In the first summer session of FY20, for example, undergraduate credit hour enrollment and graduate headcount and credit hour enrollment were less than forecasted, resulting in a \$1.5 Million budget gap. These circumstances have challenged the University's financial position. To address this, NJCU is implementing several strategies to contain costs, enhance and diversify revenue, and better plan for future years. These efforts are described throughout this Chapter.

Institutional Planning (SVI.C1, SVI.C2, ROA #10)⁷

The role of the Strategic Plan in guiding decision-making has been evident in Chapters 1 – 5. This Section expands on this by describing the University's planning processes, and by discussing resource allocation.

Strategic Plan and Annual Priority-Setting

As described in Chapter 1, the University's Strategic Plan was the result of broad participation of over 300 faculty, staff, students, and community members. The Plan began in 2013 and was scheduled to sunset in 2018. Based on the combination of remaining opportunities and the ongoing Self-Study preparations, the Plan was extended (see also Preface).

Chapter 1 demonstrates that the goals and objectives of the Strategic Plan are tied to the University's mission. The University implements strategies to meet the goals and objectives, assesses progress, and uses the results for further planning and for resource allocation. At the macro level, NJCU utilizes the Institutional Effectiveness Progress Card (S6.003), which contains key performance indicators and relevant supplemental metrics that are tied to the Plan. Activities and accomplishments discussed at town halls are examined in relation to the Plan goals (S6.004). In addition, the University compiles annually a strategic plan accomplishments document that provides context to the metrics by detailing many of the activities that contributed to the outcomes (S6.005).

The Progress Card and accomplishments document form the basis for revising existing priorities and establishing new priorities. The President hosts summer planning retreats for members of the Cabinet, faculty, staff, and students. Recommendations put forth at these retreats are operationalized, with reference to financial, human, and technological resources. For instance, due to the recent decline in

⁷ Evidence supporting this Section is contained in Criterion 1 of the Evidence Inventory

retention (78% in 2016, to 73% in 2018), the Summer 2019 retreat focused on retention. One outcome was the creation of a plan for a coordinated early alert program that involves both faculty and advisors. The program is described in Chapter 4.

Additional Planning Processes

In addition to the Strategic Plan and annual priority setting, divisions engage in specific planning activities related to need and opportunity. This Section summarizes four such examples – two related to areas of designated growth and two related to areas in need of organizational review.

Planning for Growth Areas

In 2014, NJCU joined the American Council on Education (ACE) Internationalization Lab, and formed a team of faculty and staff to develop a strategic plan addressing internationalization of curricula, internationalization of student experiences, international student enrollment, exchanges and partnerships, and staffing (S6.006). This plan has guided activities for the Office of Global Initiatives and for the University in terms of resource allocation. International partnerships began to yield in Fall 2019, with 39 students transferring to NJCU through these articulation agreements.

In athletics, there have been two reviews by consultants (2016 program review, S6.007 and 2017 facilities review, S6.008). As noted previously, athletics is designated as an area of growth in accordance with goals of improving brand, diversifying revenue, and enhancing recruitment. In addition, athletics is a model for student success, as participation in athletics is associated with a 9.4% increase in persistence, which is defined as semester-to-semester registration (S6.009).

The findings of these two reviews have been utilized to prioritize and implement changes, including: Adding tennis and wrestling as sports, updating the athletics logo and enhancing marketing efforts, aligning athletics advising with the central University services, and re-organizing space in the John J. Moore Athletic Center (JMAC). To align resources, the budget for athletics was increased by 68% from fiscal year 2019 to fiscal year 2020. The return on investment (ROI) with respect to revenue, enrollment, and student success will be tracked, and results will impact future budget allocations.

Reviewing and Restructuring Units

In 2016, Human Resources contracted with Sibson Consulting to conduct (a) an assessment of HR and (b) a compensation study of managerial employees (S6.010). The review yielded recommendations in the areas of organization, professional development, and record management. These recommendations were prioritized, and improvements to date include: Creating a recruitment toolkit to ensure consistency in selection, building capacity of staff with cross-training and more appropriate distribution of workload, enhancing consistency in handling of labor and employee relations cases, revamping office space to maximize security and confidentiality of records. The recommendations regarding compensation prompted NJCU to move from a historical compensation model of titles assigned to numerous grades to an externally benchmarked program of jobs assigned to fewer salary grades with ranges to accommodate experience and performance levels.

In 2017, Student Affairs contracted for an external review (S6.011). The recommendations noted areas of opportunity, including (a) uniting the two sides of the division (enrollment management, student affairs) and developing a comprehensive vision, and (b) enhancing the relationship with Academic Affairs. Departures/transitions of those in key divisional leadership roles (AVP, Dean of Students, and Vice President) have stalled creation of a vision and plan. However, the assessment provides useful

context for the new Vice President, who began in January 2020. In addition, the creation of the AVP for Enrollment Management and Student Success position, reporting to both the VP of Student Affairs and Enrollment Management and the Provost, will enhance the working relationship between the divisions.

The University also engages in planning related to facilities, infrastructure, and information technology; these processes and outcomes are described in the *Planning for Facilities, Infrastructure, and Technology* (SVI.C2, SVI.C6) Section of this Chapter.

Annual Assessment in Administrative Units

In addition to overall planning, administrative units assess outcomes annually. The process begins in summer, when administrative departments review/refine existing outcomes and develop new outcomes as necessary; establish performance targets on assessment metrics; and develop strategies to achieve the targets. Outcomes and strategies are informed by *Transforming Lives*, specific priorities in place for the year, and results of the unit's assessments in previous years.

Strategies are implemented and data collected throughout the Fall and Spring semesters. Results are reviewed and action plans for continuous improvement are developed. Departments complete a reporting form (see excerpt below) that is reviewed by their respective Vice President and then posted to the public website (S6.012, see also S6.013). This process is facilitated by divisional coordinators.

Link to strategic plan	Outcome	Assessment measure & target performance level	Strategies to achieve target performance level	Results	Analysis of results	Action plan for continuous improvement
↑ Elements completed at beginning of the year (summer before fall term)				↑ Elements completed at the end of the year (summer after spring term)		

A summary report is compiled for review by the President's Senior Team. In addition to providing substantive information, these reports also provide data on the process itself. Review of the summaries for 2017-2018 (S6.014) and 2018-2019 (S6.015) revealed some improvements, such as a shift away from outcomes related to "task/project completion." These completion outcomes tend to involve activities that require substantial effort but have a yes/no outcome (e.g., completing a disciplinary accreditation self-study, reviewing office policies). Although important tasks, when framed this way, opportunities for improvement are limited. Units have been encouraged to review/refine outcomes.

For Academic Affairs, the use of task/project completion outcomes did not decrease from 2017-2018 to 2018-2019. Informal discussion with unit directors indicated that there was a sense that assessment was not consistently integrated into the day-to-day. As such, assessment reports were being viewed as annual *activity* reports. The Provost has empowered her Team to ensure that the importance of assessment is communicated, and that units are supported in their efforts. Both the Associate Provost and the Assistant Vice President for Global Initiatives assist on the administrative assessment coordinating committee.

The summary reports also show that the overall percentage of performance targets met decreased from 58% to 39%. Because the purpose of assessment is continuous improvement, not meeting performance targets is not in and of itself a cause for concern. However, when coupled with the increase in action plans classified as "continue as is" (43% to 58%), this is counterintuitive. This suggested a possible need to re-invigorate assessment throughout the campus, much like academic assessment required in 2017.

Thus, the administrative assessment model was revised, based in part on the successful aspects of the academic assessment model. Specifically:

- New divisional coordinators have been appointed, and have begun meeting as a group.
- The President's Senior Team has renewed emphasis on unit-level administrative assessment.
- Assessment reporting is moving to Tk20, which is currently being utilized for academic assessment.

The move to Tk20 is being used as an educational process, much as it was with the faculty. Although there were challenges with learning new software, the process was ultimately helpful for faculty. The structure provided by Tk20 prompted faculty to reflect upon and refine their assessment plans. It is anticipated the same benefits may occur when teaching administrative unit heads. The goal is to begin reporting in Tk20 in the 2020-2021 cycle.

Financial Planning and Budgeting (SV1.C2, SVI.C3, ROA #11)⁸

NJCU's financial planning is based on a cyclical process of budget development, financial analysis and assessment, dissemination of financial information, and feedback from stakeholders. This Section describes planning processes used to establish the budget and assessment methods used to monitor budget performance throughout the year.

Establishing the Budget

The budget process is the basis for ensuring that resources are dedicated to achieving the mission and the University's strategic goals. The process is guided by the President and Chief Financial Officer and involves departmental budget managers, Vice Presidents, Board of Trustees' Finance and Audit Committee, and the full Board.

Each November, the University submits to the Office of Management and Budget (OMB) its priority requests for the following fiscal year. The development of these priorities is a collaborative process that is tied to the Strategic Plan. The Senior Team reviews progress on the Plan, in part utilizing information from the summer retreats (described in the *Institutional Planning (SVI.C1, SVI.C2, ROA #10)* Section), and establishes priority areas. Vice Presidents solicit input from budget managers in their units. Through an iterative process of review and revision, final priority requests are developed. As an example, the areas established in September 2018 (S6.016) were translated into specific initiative requests in the University's FY20 OMB University Budget Submission (S6.017).

Regardless of whether the initiatives are funded incrementally by the State, the exercise of developing the initiatives provides context for allocating the annual operating and capital budgets. The planning for FY20 budget was a zero-based process (see S6.018 and S6.019), which requires budget managers to justify and account for each expense in their budget requests. This is the second time in recent NJCU history that a zero-based approach was employed. (The first was FY13, in President Henderson's first year, and was used to acquaint her with NJCU.) This method serves to increase accountability, transparency, and collaboration, which are components of the Campus Climate priority.

In addition to being informed by the Plan and OMB priorities, budget requests contain linkages to key initiatives such as enrollment, affordability, student success, and operational efficiencies. Guidelines are provided to departments (S6.020). Further, for the FY20 process, cost center managers were given the opportunity to meet with the President, CFO, Chief of Staff, and Budget Officer to review their requests

⁸ Evidence supporting this Section is contained in Criterion 3 of the Evidence Inventory

and discuss operational needs. All requests were compiled and reviewed, and allocations adjusted as necessary to produce a balanced budget based on enrollment projections.

In the future, the University Budget Task Force will also contribute to budget development. In 2017, the previous (interim) CFO created the Budget Review Task Force, which was comprised of students, faculty, staff, and administrators. The purpose of the Task Force was to increase transparency and understanding of the NJCU financial planning process. The permanent CFO, hired in December 2018, began meeting with the reconstituted group (now called University Budget Task Force) in Fall 2019 (S6.021). As of this writing, the group is gaining required background knowledge, with the intent of being prepared to conduct budget hearings that will include:

- Reviewing all University revenue and expenditure projections
- Receiving divisional and institutional budget requests
- Evaluating budget requests in support of the University's mission and strategic plan
- Preparing recommendations toward developing a budget that is balanced and sustainable

Assessing the Budget

Frequent assessment of the budget is essential not only for tracking performance, but also for identifying variances and making timely corrections throughout the year. This is accomplished through multiple methods of review and control. To aid decision-making, budget managers have online access to budget reports tracking expenditures. These reports are updated weekly. Also, controls have been built into the Enterprise Resource Planning (ERP) system, PeopleSoft, at the transaction level to monitor expenditures. Together, these processes enhance fidelity to the budget. There are additional areas, such as hiring of student assistants, which have need for additional safeguards. Finance is partnering with relevant offices to implement additional controls to ensure adherence to spending limits set forth in the planning phase. Also, the University is moving to implement Oracle Enterprise Performance Management (EPM) Cloud solution, a planning and analysis package that will enhance the ability to develop and track budget (S6.022). The EPM solution is described in more detail later in this Chapter.

Budget is also monitored at the aggregate level. Monthly expense analyses (S6.023), quarterly reporting of actual expenses to budget (S6.024), and tracking of key performance metrics related to priority initiatives are utilized in internal decision-making by senior administration. These reports are also discussed by the Board of Trustees. In time, the University Budget Task Force will be involved in monitoring of budget. In addition, the CFO provides budget updates to the members of the President's Cabinet (S6.025), and commencing in December 2019, to the Senate (S6.026). As noted in Chapter 7, the Senate is free to make recommendations to the Administration on a variety of topics, including budget.

Planning for Facilities, Infrastructure, and Technology (SVI.C2, SVI.C6)⁹

The University engages in comprehensive planning related to facilities, infrastructure, and technology. These areas are key components of the Campus Climate priority related to a safe and invigorating campus. Facilities, infrastructure, and technology are also foundationally relevant to Student Success.

Facilities and Infrastructure Planning

The University engages in continuous improvement efforts for facilities and infrastructure. In 2016, NJCU reviewed and updated its Facilities Master Plan (S6.027). Input was gathered from stakeholders in academic affairs, student affairs, information technology, and athletics. Analyses included review of

⁹ Evidence supporting this Section is contained in Criterion 6 of the Evidence Inventory.

enrollment, academic programming, space utilization, building conditions, transit access, student housing, athletics, additional locations, and the space on West Side Avenue (which would become known as University Place). The update included recommendations, many of which have been enacted, including: Renovating the science building, augmenting study spaces in the library, relocating the facilities department, and developing the nursing simulation lab. Other recommendations are still under investigation. For instance, it was recommended that the Children's Learning Center move to a larger space. A suitable space has not yet been identified.

Transparency is an important component of capital development, and stakeholders are kept informed in multiple ways. A Real Estate and Capital Projects webpage provides summaries of completed and ongoing projects (S6.028). The Board of Trustees is provided monthly updates that include information on budget, timeline, issues, and next steps (S6.029). Further, an interactive dashboard with drill-down capabilities at the task level is available to appropriate staff (S6.030).

Two of the projects currently in-process – University Place and Fort Monmouth – are described in detail in this Section. The Section then describes deferred maintenance and environmental sustainability.

University Place

University Place is a multi-million dollar redevelopment project on the University's land on West Side Avenue. The development – to be accomplished through a combination of public-private partnerships (P3s), state and federal grant-funded initiatives, and institutional funding – will enhance the University's ability to provide students an excellent education, and will also provide economic and cultural benefits to Jersey City. The 425-bed West Campus Village Residence Hall and two apartment complexes are open. Construction is underway on additional residential and retail units.

Also planned is a combined academic and commercial project devoted to the arts, one of the areas of excellence and opportunity in the Strategic Plan. The commercial component will be the 25,000 square-foot Performing Arts Center (PAC) which will include a 468-seat theatre. The academic component will be the 56,000 square-foot Center for Music, Dance and Theatre (CMDT) (S6.031). A hallmark of the CMDT is the partnership with the Joffrey Ballet, which will allow students to fulfill the requirements for a BFA, increasing enrollment in a niche market that would not be possible without the relationship. Further, it will increase NJCU's brand and reputation.

Fort Monmouth

NJCU is in the process of relocating its additional location in Monmouth County. Currently, the Wall location is on Brookdale Community College's satellite campus. NJCU's presence at Wall allows it to expand geographically in fulfillment of the mission to provide affordable, quality education for career-minded individuals.

The new location – 11 miles away from the Brookdale site – is at Squier Hall on Fort Monmouth, a former Army installation. The decision to move was based in part on a market demand study (S6.032) which projected enrollment could increase by almost 300 students with a move to Fort Monmouth. Of the programs offered at Wall, those in health and business were most interesting to survey respondents. For health, one-third indicated strong interest, and for business it was 25%. These findings helped shape planning for offerings at Monmouth.

Like the current Wall location, the Fort Monmouth location will offer baccalaureate degree-completion programs, building on partnerships with colleges including Brookdale Community College, Mercer County Community College, and Ocean County College. Consistent with study recommendations, the Monmouth location will also offer graduate programs in business and criminal justice. Initial planning called for opening in Fall 2019 (S6.033), but due to delays (S6.034) the opening is now planned for Spring 2021.

Deferred Maintenance and Environmental Sustainability

NJCU plans for deferred maintenance needs. Yearly assessments are conducted by the University's Risk Manager and the Facilities and Construction Management department in order to construct the yearly Capital Construction Plan (S6.035). In addition, NJCU has initiated planning to address the aging energy infrastructure. Currently, the campus utilizes a central steam plant, providing heating to various buildings, each of which has its own cooling system. The proposed project involves a Power Purchase Agreement (PPA) for a third-party developer to construct and operate an energy efficient Tri-Generation Central Utility Plant. The project is in the conceptual stage (S6.036).

This plant is part of a larger sustainability initiative that includes water, energy, food, transportation, buildings, waste, education, and research. The University has made substantial progress in several fronts (S6.037). For instance, the reduction in water usage from 2011 to 2017 was accomplished even as the square footage of the campus footprint increased by 13% over the same timeframe. Academically, NJCU has 48 courses with sustainability topics, and the BA in sustainability studies received final approval in June 2019.

Technology Planning

The Information Technology department provides resources and services that support the use of technology in teaching, learning, and administration. In 2015, the IT department led the creation of a five-year strategic plan for Information Technology (S6.038). The planning process included a review and assessment of the prior plan; an environmental scan; an analysis of key findings from student, faculty, and staff technology surveys; and a comparative review of other institutions. A draft plan was reviewed by a committee of faculty and staff. The final plan has four focus areas and goals, aligned with *Transforming Lives*: Teaching and learning; infrastructure, resources, and services; information security; and enterprise applications and analytics. Many of the initiatives outlined in the plan have been accomplished, including extending access to analytics to support decision making, enhancing infrastructure at all locations, launching a security awareness plan, and establishing a Technology Support Center (see also S6.039). The current IT Plan will be assessed and a new plan developed after completion of the new University strategic plan.

Resources to Support Operations and Programs (SVI.C4, ROA #11)

This Section describes the fiscal resources, human resources, and physical and technological infrastructure necessary to support university operations.

Fiscal Resources

NJCU's annual audited financial statements provide evidence of the adequacy of financial investment in the University (S6.040). The University's cash flow has been thin through 2019, leading to a low liquidity position and a bond rating downgrade due to soft enrollment and heavy capital improvements and expansion (S6.041). The decrease in net position, thereby creating a negative index, is also due to GASB 68. If GASB 68 were removed from the financial statements, the financial position would still be

negative, but it would greatly improve. To address these financial circumstances, the University is implementing strategies in several areas including: Enhanced budget monitoring and strategizing, budget analytics and models, enrollment management, and revenue diversification.

Budget Monitoring and Strategizing

In response to the bond rating downgrade, the University developed a corrective action plan which emphasized balancing the budget, increasing reserves to enhance liquidity, enhancing tuition and fee revenue, and enhancing finances related to housing (\$6.042). The plan is currently being implemented. For instance, in December 2019, the Board of Trustees approved the refinancing of a number of NJEFA issued bonds (\$6.043). This will save the University an estimated \$6.8 Million from FY20 to FY23.

The University is also working with West Campus Housing on occupancy and cash flows. Prior to the downgrade, the University commissioned an external assessment of the project (\$6.044). A Housing Committee was created to address the recommendations. As of this writing, the group has reduced the allocation for scholarships/waivers, and commenced work on addressing issues related to meal plan options, security, and maintenance (\$6.045).

The University also continues to monitor enrollment and budget. Fall semester enrollment monitoring necessitated university-wide budget reductions in travel, professional development, and food-services, as well as divisional reductions of approximately 12% (\$6.046). Enrollment monitoring occurs during registration and immediately after census (October 1 for Fall). During registration windows, daily enrollment is available via COGNOS dashboards which permit year-to-date comparisons across multiple years and by various characteristics (\$6.047). Further, report lists of students eligible to register but not yet enrolled are utilized for outreach by faculty and staff (\$6.048). Similarly, the Office of Student Accounts conducts weekly analyses of students who have not paid, and the impact of different criteria on the number of students to be dropped (e.g., \$6.049). This information is also reviewed by the President's Senior Team. The Fall semester budget adjustment for FY20 was implemented in November.

The corrective action plan also addresses PAC and Fort Monmouth. Because these projects are all or partially dependent upon enrollment, they were examined in light of recent enrollment trends (and prior to the downgrade). The impact of various enrollment scenarios on net income was tested. The information was presented to the Board and is being used to inform future budget planning (\$6.050).

Budget Analytics and Models

As noted, the University is moving to implement Oracle's cloud-based EPM solution, which will support revenue and enrollment modeling. The tool will also allow integration of financial information with data on courses, faculty, and students. This can promote transparency and accountability at all levels and empower decision-making to optimize resource allocation through ROI tracking. A cross-divisional team has been established, and will develop both functional and technical requirements for the work.

This financial modeling tool, combined with new budgeting processes, will assist in building resiliency from factors that impact the University's major revenue sources – enrollment and state appropriations. With regard to budgeting processes, beginning with the FY21 budget, base operating budgets will be established based on actual adjusted enrollment levels. Requests for funds beyond base will be considered if enrollment revenue in excess of these estimates is achieved (\$6.051). It is anticipated that this approach to budgeting will eliminate the need for mid-year budget reductions due to soft enrollment as seen in previous years.

Another potential future refinement to the budget process is the use of a “target” costing approach. This concept was introduced at the December 2019 meeting of the University Budget Task Force (\$6.052), where the CFO discussed a collaborative approach to discussion and implementation.

Supporting these models and analytics is an increased focus on budget controls and education. For instance, due to the timing gap between approval and expenditure for both travel and use of procurement cards (PCards), monitoring is critical. Processes for travel have been revised to ensure that budgetary checks are completed prior to approval of travel. Similarly, VPs are reviewing guidelines for PCard use. Further, the Internal Auditor is conducting an audit of PCard use and travel expenses, with the intent to both ensure compliance and educate users on best practices (\$6.053).

Enrollment Management

Enrollment management encompasses both recruitment of new students and retention of current students. Historical approaches to enrollment projections have been at the aggregate level for undergraduate and graduate students based on projected increase in headcount and FTE. This has limited the University’s ability to assess ROI of strategic initiatives and programs such as: Athletics, Honors, Internationalization, Program-Specific Marketing, Articulation Agreements and Partnerships, and new capital initiatives including PAC/CMDT and Fort Monmouth. The University is in the process of implementing more robust – and integrated – enrollment and financial planning methods. This will be facilitated by several factors, including:

- The hiring of a permanent Vice President of Student Affairs and Enrollment Management.
- The planned implementation of an integrated software module that includes the capacity to plan and track enrollment and related multi-year revenue projections.

Revenue Diversification

The University engages in several strategies to diversify revenue and reduce tuition dependency. Professional Education and Lifelong Learning (PELL) offers workforce development programs and community music school (\$6.054). NJCU also offers youth programs such as kids on campus and sports clinics (\$6.055). In FY19, these activities garnered \$113,000 in workforce development program and music school revenue and \$200,000 in athletics community recreation revenue.

The New Jersey City University Foundation, a 501(c)(3) corporation, exists to increase resources and facilities. This includes fundraising to support students and capital improvements. In FY19, the Foundation raised \$2.1 Million, a 65% increase from FY18. One of the vital roles of the Foundation is to fund scholarships for deserving students. Through refinement of its efforts related to major donors, the Foundation raised \$830,000 in scholarships to be awarded in FY20, a 54% increase from FY18.

The Foundation also supports development of facilities such as the residential halls. In 2014, the Foundation established West Campus Housing LLC (WCH LLC), a New Jersey limited liability company whose sole member is the Foundation. In 2015, the WCH LLC entered into an agreement with the New Jersey Economic Development Authority (NJEDA) and became owner and borrower of \$50.6 Million to finance and develop the new student housing building and renovate existing residential halls.

Human Resources

A capable workforce is critical to the University’s success. As noted on the FY19 financial statement (\$6.040), salaries and benefits (excluding GASB-related amounts) comprise approximately 65% of the

University's operating expenses. Thus, efficiency is critical. The HR Department works to ensure appropriate staffing levels exist and that hired staff are adequately prepared to begin work.

The decision to hire involves strategic analysis at multiple levels. For faculty, hiring is determined through an iterative process involving the President, Provost, deans, faculty, and CFO. Allocation of available faculty lines is guided by the Strategic Plan, with identified growth areas receiving priority. Other considerations include accreditation, enrollment, number of programs, mode of instruction, and locations. New program proposals, which are reviewed by faculty, deans, the Provost, the Senate, and the Board of Trustees, include anticipated personnel needs. As indicated in Chapter 3, analysis of faculty needs is also a component of program review procedures. As such, departments and colleges have ample information to support requests.

For staff, personnel requests are part of the annual budget process. Unit heads must provide a rationale, tied to strategic priorities, when requesting positions. Determinations are made with reference to standard factors (compliance, workload, strategic priority) as well as location. For instance, personnel costs were factored into the planning for the move from Wall to Fort Monmouth (S6.056).

As a result of this deliberative process, total staffing has decreased 4% since 2015 (see Table 6-2). Although the number of faculty remained almost flat, significant hiring did occur due to retirements, resignations, or terminations. Rather than simply replacing faculty in the same department, hiring was focused on the University's identified academic areas of excellence. For instance, the net increase in business faculty was 30% over that time period. The same is true for staff. Despite an overall decrease in staff, key areas have seen growth. Athletics, for instance, increased 44%, to 23 staff members.

Table 6-2, Number of Faculty and Staff

Role	2015	2019	Change
Full-Time Faculty	251	249	-1%
Staff (Aligned and Non-Aligned)	688	651	-5%
Total	939	900	-4%

The HR Department facilitates hiring of talented faculty and staff. For instance, for executive positions, the University typically engages with a search firm to enhance the talent pool (S6.057). The University Senate has representation on all academic searches at or above the Dean level (S6.058). Orientation programs are provided for all new staff and faculty (S6.059), and an onboarding program for senior executives was launched in 2018 (S6.060). The HR Department is forming a cross-divisional Training Council to plan a professional development program for employees at the level of supervisor and above (S6.061). The intended launch is Fall 2020.

Physical and Technological Infrastructure

The Facilities and Construction Management Department is responsible for maintenance of physical infrastructure of the campus and its additional locations. Repair requests are submitted through SchoolDude, an operations management software application that is used to track requests, allocate staff time to jobs, and review patterns in repair-needs. Timeliness of response is a key performance indicator (KPI) in the Department's annual assessment plan (S6.062). Results show that the 5-day performance target for completion of work orders was not attained for two consecutive years (51% were completed in five days in 2017-2018, and 40% in 2018-2019). To increase efficiency and effectiveness, the Department was reorganized in 2019 to include sub-areas: Real Estate and Building Services. An AVP position was created for each sub-area to enhance accountability.

Technology is maintained by the IT Department. All employees on the main campus and additional locations are provided hardware and software to fulfill their responsibilities. The University has a technology replacement program that encompasses desktops, laptops, servers, network infrastructure and hardware.

Students are also provided hardware and software relevant to their studies. These include:

- Access to 32 computer labs across all locations: 9 open labs, 8 semi-public labs, 12 department labs, 2 teaching labs, and 1 training lab.
- Microsoft Office Pro Suite and other software and services through Office 365.
- Mobile printing and scanning stations at key locations, including the residence halls.
- NJCU Mobile App for convenient access to administrative and academic resources.
- The use of laptops for students in the Honors Program, Apple iPads for Nursing students, and Microsoft Surface tablets for students in the Environmental Science Program.

NJCU uses several Oracle applications, including Campus Solutions, HR and Payroll, Financials, and e-Procurement. These are accessed through the portal, GothicNet. GothicNet affords 24/7 access to features such as enrollment, tuition, financial aid, degree progress, procurement, budget, and payroll. Third-party applications integrate with PeopleSoft for value-added services for advising (EAB), assessment (Tk20, CampusLabs), analytics and warehousing (Cognos, Civitas), curriculum (CourseLeaf), payment (TouchNet), employee recruitment (Taleo), and staff reappointment (Interfolio). These services are available online. WiFi is available throughout the main campus, the residential halls, and at additional locations. Helpdesk staff provide technical assistance for students and employees via email, phone, and face-to-face.

Class scheduling for all locations is done centrally by the Registrar Office. To ensure faculty and students have the requisite resources, the Office uses Infosilem software to assign space based on need (class size, technology, configuration, time, etc.). Based on degree requirements, course offerings, and faculty availability, Infosilem provides scheduling options that will allow conflict-free options for students.

Digital learning is supported by the department of Online Learning. Assistance is provided by combining instructional design and technology support to help faculty teach in all supported instructional modalities. Online Learning's primary activities include administering the University's learning management system, assisting with course design for distance education, training faculty in online instruction, supporting growth of online programs, and supporting relevant digital learning projects.

Collaborative Nature of Planning Processes (SVI.C2, ROA #8)

The collaborative nature of the University's planning and improvement processes contribute to transparency and inclusion aspects of the Campus Climate priority. This Section summarizes some of the constituent engagement practices described throughout in this Chapter.

- The development of *Transforming Lives* involved over 300 faculty, staff, and students. During planning, information was posted on a devoted webpage and updates were presented at Senate meetings and via email. Progress toward achievement of goals is made public through publication of the Progress Card, the annual update of accomplishments, and presentations at town halls.

- Progress on the Strategic Plan is assessed at university-wide retreats, at Senior Team meetings, and by the Board. This leads to annual refinement of strategic priorities. These priorities provide a framework for budget requests by individual units.
- The budget planning process is communicated to the entire campus. Planning iteratively involves departments, deans/vice presidents, the Senior Team, CFO and President, and the Board. Budget monitoring throughout the year involves the same constituents, as well as the University Senate and University Budget Task Force.
- All administrative units are engaged in annual assessment reporting. Results are reviewed by division vice presidents, aggregated, and shared publicly.
- Divisional planning involves appropriate constituents, and is often facilitated by external consultants to provide expert perspectives.

Internal Oversight and Accountability (SVI.C5)

University constituents are committed to supporting defined decision-making processes that include assignment of responsibility and accountability. The governance structure of NJCU is described in Chapter 7. In brief, the Board of Trustees has final decision-making authority. The President is the Chief Executive Officer and has the authority and autonomy needed to lead and manage the University. The President's Senior Team consists of many of her direct reports including the Vice Presidents, University Counsel, Chief of Staff, AVP Institutional Effectiveness, and Executive Coordinator/ Secretary to the Board of Trustees (S6.063). Vice Presidents are accountable for the functions of their divisions, including: Strategic planning, operational planning, budgeting and spending control, and staff management (S6.064). Vice Presidents have a limited number of direct reports, typically at the assistant/associate vice president or dean level (S6.065). These individuals have analogous strategic, operational, and financial accountability in their areas. The University Senate has a defined role in planning processes including academic programming and standards, information technology, and finance. The Senate's role is also described in Chapter 7.

Independent Audit (SV1.C7, ROA #11)

NJCU is also subject to external accountability through a state-mandated policy stipulating an annual independent audit of the University. The Finance and Treasury Division serves as the audit liaison between external auditors and key University departments. The Division is also charged with addressing audit findings. The audit report is reviewed by the Finance and Audit Committee of the Board of Trustees and then presented to the full Board. The University has received unqualified audit opinions in each of the past three years (S6.066, S6.067, S6.068). For transparency, audited financial statements are posted on the public facing NJCU webpage (S6.069).

NJCU also has an Internal Auditor to provide independent and objective review and assessment of business activities, operations, and internal controls (S6.070). The Director of Internal Audit reports to the Board of Trustees (and administratively to the Chief of Staff); provides written reports on all audits, including schedules for corrective management action plans; and meets with the Board regularly to discuss potential risks and receive directions for areas to be reviewed. The Internal Auditor is also the Administrator for the In2Vate Employee Protection Line program, which was launched in January 2020. The In2Vate program is discussed in Chapter 2.

Assessment of Resources (SVI.C8)

The University has strategies to assess the adequacy of resource utilization. Efforts are discussed throughout this Chapter and are summarized here:

- Reviewing the budget compared to actual expenses and making course corrections.
- Utilizing dashboards to track enrollment and conduct point-in-time comparisons.
- Monitoring student activity on a daily/weekly/monthly basis around attendance, course progress, paying of bills, and the like.

Continuous Improvement (SVI.C9, ROA #8)

The University consistently assesses both its planning process and the outcomes of implementation. Efforts are discussed throughout this document, and include:

- Re-assessing scenarios for enrollment-based projects, as necessary.
- Utilizing dashboards on retention and graduation and impact analyses to assess effectiveness of changes in strategy or impact of new initiatives (S6.071, and Chapter 4).
- Revising the administrative assessment procedures based on review of existing practices.
- Utilizing administrative assessment results at the department level. This includes point-of-service surveys conducted by offices such as financial aid, IT helpdesk, public safety, registrar, and student accounts/bursar to assess the user experience.
- Participating in NSSE, Great Colleges to Work For, COACHE, and conducting in-house surveys periodically to assess experiences and satisfaction (S6.072 and Chapter 3, Chapter 4, Chapter 7).

Relationship of Standard VI to Self-Study Priorities

Meeting the criteria in Standard VI is relevant to the University's commitment to campus climate. Facilities, human capital, and technology contribute to the provision of an invigorating environment for living, learning, and working. In addition, participation in planning and assessment contributes to inclusive decision-making and to transparency. Indirectly, resources also contribute to student success. For instance, budgeting decisions ensure that adequate scholarships are available to support students.

Conclusions and Next Steps

Based on thorough review of evidence, it was verified that New Jersey City University meets the requirements of Standard VI: Planning, Resources, and Institutional Improvement.

Pride points include:

- The University engages a variety of stakeholders in planning and in assessment.
- The University has begun to increase transparency in the budgeting process.

Opportunities for improvement include:

- NJCU can enhance its approach to enrollment planning, including developing an enrollment management plan that is transparent and shared with all relevant campus stakeholders.
- NJCU can ensure that the efforts to improve budgeting and forecasting that have begun are continued and, as appropriate, expanded to include multi-year budget projections.

Items in Evidence Inventory

Criterion 1

S6.001 *Transforming Lives* Strategic Plan, see also URL section of Evidence Inventory

S6.002 Methodology for retention/graduation calculations
S6.003 Institutional Effectiveness Progress Card
S6.004 Town hall presentation slides, Spring 2019
S6.005 Strategic plan accomplishments, 2019
S6.006 2016 internationalization plan
S6.007 2016 athletics program review
S6.008 2017 athletics facilities review
S6.009 Impact of participation in athletics on persistence
S6.010 Sibson human resources assessment results
S6.011 2017 Student Affairs consultant review
S6.012 Screenshot of webpage posting of annual administrative assessments
S6.013 2018-2019 administrative assessment department submissions
S6.014 2017-2018 administrative assessment compilation report
S6.015 2018-2019 administrative assessment compilation report

Criterion 2

No new artifacts associated with this criterion

The following artifacts are uploaded for reference: S6.001, S6.003, S6.004, S6.005, S6.006, S6.012, S6.013, S6.014, S6.015, S6.018, S6.019, S6.021, S6.025, S6.026, S6.027, S6.032, S6.035, S6.038, S6.039

Criterion 3

S6.016 Opportunities remaining in Strategic Plan
S6.017 FY20 Office of Management and Budget priorities submission
S6.018 FY20 budgeting process memorandum from CFO, February 2019
S6.019 FY20 budgeting process presentation, March 2019
S6.020 Budget guide for cost center managers
S6.021 University Budget Task Force charge and membership
S6.022 Oracle Enterprise Performance Management software presentation
S6.023 Sample monthly expense analysis
S6.024 Sample quarterly budget-to-expense analysis
S6.025 November 2019 budget presentation to President's Cabinet
S6.026 December 2019 Senate meeting agenda noting CFO presentation

Criterion 4

S6.040 FY19 financial statement
S6.041 Fitch press release 2019
S6.042 Corrective action plan email to Board of Trustees
S6.043 Resolution authorizing refunding of bonds
S6.044 Housing assessment report
S6.045 Housing committee task list and meeting minutes
S6.046 Budget allocation email documenting reductions, sample
S6.047 COGNOS dashboards tracking year-to-date enrollment
S6.048 Sample Did Not Register (DNR) report
S6.049 Criteria comparison for drop for non-payment
S6.050 PAC and Fort Monmouth enrollment scenarios presentation to Board of Trustees
S6.051 Budget memorandum regarding FY21, FY22, and FY23 budget process
S6.052 December 2019 University Budget Task Force presentation

- S6.053 PCard and travel expenses audit plan
- S6.054 Community music school webpage screenshot
- S6.055 Youth programs webpage screenshot
- S6.056 Fort Monmouth pro forma
- S6.057 Sample executive level search posting
- S6.058 Senate representation in dean-level academic searches
- S6.059 Sample orientation materials for faculty and for staff
- S6.060 Executive onboarding checklist
- S6.061 Professional development program, draft modules
- S6.062 Annual assessment report, Facilities and Construction Management, 2017-2018 and 2018-2019

Criterion 5

- S6.063 President organizational chart
- S6.064 Generic job descriptions
- S6.065 Divisional organizational charts

Criterion 6

- S6.027 2016 Facilities master plan
- S6.028 Real estate projects webpage screenshot
- S6.029 Monthly real estate update to Board of Trustees, sample
- S6.030 Real estate and capital projects dashboard tool, screenshot
- S6.031 Center for Music Dance and Theater information
- S6.032 Monmouth demand study, 2016
- S6.033 Substantive change request to move from Wall to Fort Monmouth
- S6.034 Fort Monmouth update presentation
- S6.035 Annual capital construction plan, FY20
- S6.036 Tri-generation central utility plant
- S6.037 Summary of environmental sustainability initiatives and outcomes
- S6.038 Information Technology strategic plan
- S6.039 Accomplishments under the Information Technology strategic plan

Criterion 7

- S6.066 FY17 financial statement
- S6.067 FY18 financial statement
- S6.068 FY19 financial statement
- S6.069 Screenshot of webpage with financial statements
- S6.070 Internal audit plan

Criterion 8

No new artifacts associated with this criterion

The following artifacts are uploaded for reference: S6.023, S6.024, S6.047, S6.048, S6.049

Criterion 9

- S6.071 Retention/graduation dashboards screenshot
- S6.072 Survey program overview webpage screenshot

The following artifacts are also uploaded for reference: S6.009, S6.013, S6.014, S6.015, S6.050

CHAPTER 7. Standard VII: Governance, Leadership, and Administration

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

New Jersey City University meets the requirements of Standard VII: Governance, Leadership, and Administration.

Introduction

Based on review of the evidence, it is apparent that NJCU is governed and administered in a manner that allows it to realize its mission and strategic goals, and that it periodically reviews the effectiveness of leadership and governance.

The primary line of inquiry for Working Group VII was review of documents such as bylaws, contracts, statutes, and policies. In addition, the Group interviewed members of the Board of Trustees, the University President, the Senate President, and the President of the Student Government Association. The Working Group also reviewed approaches to continuous improvement (Criterion 5). Assessment practices are discussed in relation to relevant criteria and also summarized in the *Periodic Assessment (SVII.C5)* Section of this Chapter.

Effective governance is critical to the University's ability to fulfill its mission and achieve its strategic goals. Shared governance is evident in the inclusive process by which *Transforming Lives* was developed (see Chapter 1), and is also implied in Objective 3.1 of the Plan which focuses on inclusion, openness, and the expression of ideas (\$7.001, under Criterion 1 of the Evidence Inventory).

Governance can be key to the Campus Climate priority of the Self-Study. Effective governance can support civility and respect, transparency, inclusive decision-making, collaboration, and mutual accountability. These areas are referenced in the appropriate sections of this Chapter.

The evidence in this Chapter also addresses Requirements of Affiliation (ROA) #12, #13, and #14.

Governance Structure (SVII.C1, ROA #12)

The University has an articulated governance structure that outlines roles, responsibilities, and accountabilities for all constituencies including: Board of Trustees, President, vice presidents and other administrators, and the University Senate. The Student Government Association (SGA) provides representation for students. As academic leads of their departments and liaisons to the administration, department chairs have a role in shared governance. Similarly, the work of committees/task forces may contribute to governance. The roles of the Board, President, and the administration are described in other sections of this Chapter. This Section describes the roles of University Senate, SGA, and Chairs. Efforts to assess and improve governance are also described.

University Senate

The University Senate represents faculty, students, alumni, and AFT staff. Non-aligned employees and those under other bargaining units are not represented by the Senate. Senate is the primary vehicle for

shared governance for its constituents, existing to “provide members of the academic community of NJCU with a participatory role in decision-making” (S7.002). Information on the Senate is contained on its webpage, which is publicly accessible (S7.003).

Senate officers are elected and represent academic departments, professional staff, librarians, students (by class-level), alumni, and the University at-large. The Senate standing committees include: Academic Standards; Academic Support and Services; Curriculum and Instruction; Elections; Executive; Faculty and Professional Staff; General Education Committee on Assessment and Policy; General Education Curriculum Committee; Graduate Studies; Instructional Technology; Planning, Budget, and Development; and Student Affairs (S7.004; S7.005). Committee members are elected.

The responsibilities of the Senate include initiating and reviewing academic policies for consideration by the President and Board; reviewing problems referred to it; fostering communication and cooperation among campus constituencies; and providing input on hiring of certain administrative personnel, including the President, Provost, Deans, and Assistant/Associate Provosts (S7.006, S7.007). In sum, the Senate has the “right to express itself formally on any matter concerning the welfare of the University and its various components” (S7.006, Article 1, Section 1, paragraph g), and its constituents (faculty, professional staff, students, alumni) have the right to be heard at meetings.

The Senate constitution also articulates the relationship of the Senate body to other entities including: Board of Trustees, President and administration; academic departments; faculty, professional staff, students, and alumni; and the AFT bargaining unit (S7.008). For instance, the Senate’s actions shall not infringe upon those of academic departments or programs or on the AFT. Further, the Senate-Administration Coordinating Committee (SACC) is the vehicle for discussion between the administration and Senate of items approved at the Senate level. SACC membership includes the Senate Executive Committee, the President, the Vice Presidents, and the Deans. The Senate Executive Committee can appeal matters unresolved at SACC to the Board of Trustees.

The Senate is seeking a meeting with the Board of Trustees, in the spirit of shared governance, regarding three items: Department chair elections, changes to applied learning coursework, and promotion and reappointment rubrics. These are three areas in which the Senate and administration have been unable to come to agreement. To date, the Board of Trustees has not responded to the Senate’s request.

Department Chairs

As noted, the Senate shall not infringe upon departments or programs. Chairs are faculty members who are elected, subject to the approval of the University President (or designee), in consultation with the college dean, as appropriate. The President can appoint an acting chairperson should the need arise (S7.009).

In performing their duties, department chairs have a role in the governance of the University. As outlined in the Faculty Handbook (S7.010), chair responsibilities include holding regular meetings with their faculty, conveying information from the administration, selecting adjunct faculty (subject to administration approval), providing input on the reappointment of faculty, reviewing curricular proposals initiated in their departments, preparing and overseeing budget, and preparing annual reports. Chairs are also required to set aside time to discuss Senate business at department meetings. To assist with their role as liaison to the administration, chairs meet with their respective deans during the academic year (S7.011). In addition, chairs meet monthly with the Provost and Provost’s Council

(S7.012). (Note that the chairs and Provost Council did not meet in Fall 2019 due to the transition in the Provost role. Meetings began again in Spring 2020.)

Student Government Association (SGA)

Students participate in governance through the Student Government Association (SGA) (formerly the Student Government Organization, SGO). The purpose of the SGA includes reviewing student-related policies and making recommendations for legislation (S7.013). SGA offers a significant and increasingly important voice on campus governance. For example, an SGA motion to add an extra reading day before finals was adopted by Senate. The University should have this practice fully enacted beginning Fall 2020.

Continuous Improvement

The University periodically conducts climate surveys that assess perceptions of governance. In 2017, the Collaborative on Academic Careers on Higher Education (COACHE) survey was administered for all full-time faculty. The average overall rating of departmental leadership (chairs) was 3.6 out of 5, among the highest rating of all survey topics (S7.014, pages 6, 8, 15, 16, 17). Ratings of shared governance itself, however, were among the lowest. Three aspects had averages at or below 2.5: Sense of shared purpose (average = 2.4), adaptability (average = 2.3), and productivity (average = 2.5).

In 2018, the Great Colleges to Work For survey was administered for all staff. As with COACHE, satisfaction with shared governance was rated low. Table 7-1 displays relevant items from the Great Colleges survey (see also S7.015, page 34, for summary; S7.016 for detail). Survey guidelines indicate that attention is warranted when positive ratings are below 54% and/or negative ratings are above 19% (S7.015, page 6). In response, the President called for volunteers/nominees to serve on a Shared Governance Task Force (S7.017). Participation was open to faculty and to staff. Managers at or above the assistant dean level were not eligible. Membership was set in Spring 2019, and the task force will present its recommendations to the entire campus in Spring 2020.

Table 7-1, Results of 2018 Great Colleges to Work For Survey Items Related Shared Governance

Statement	NJCU Positive	NJCU Negative	Carnegie Positive	Carnegie Negative
Clarity of role of faculty in shared governance	40%	30%	63%	15%
Faculty involvement in education decisions	50%	22%	70%	10%
Involvement of faculty, staff, administration in planning	38%	29%	56%	16%
Collaboration among faculty, staff, administration	44%	23%	67%	10%
Communication among faculty, staff, administration	37%	31%	54%	17%

Note. Carnegie refers to participating institutions with the same Carnegie classification as NJCU

Board of Trustees (SVII.C2, ROA #12, ROA #13, ROA #14)

NJCU is governed by its Board of Trustees, which serves the public interest, ensures that the University fulfills its mission, and is responsible for the “government, control, conduct, management, and administration” of NJCU (S7.018, N.J.S.A. 18A:64-2). The Board’s oversight responsibilities include: Academic quality, degree program approval, planning, institutional fiscal well-being, awarding of degrees, personnel, and policy approval. Further, the Board is afforded a “high degree of self-government” that is free of partisanship and that gives decision-making authority to the Board and administration (S7.019, N.J.S.A. 18A:64-1).

Board Composition and Structure

In New Jersey, a state university board of trustees can have between seven and 15 members, with size and composition determined by the board. Members are appointed by the Governor for six-year terms (S7.020, N.J.S.A. 18A:64-3). Currently, the NJCU Board has 10 public members, one voting student, and one non-voting student. The NJCU President serves on the Board as an ex-officio, non-voting, member. The current public members have expertise in higher education, law, finance, construction, and healthcare administration (S7.021). The Board Chair and Vice-Chair are elected by the Board; a member of the President's staff serves as the Secretary to the Board. The Board is comprised of five standing committees: Executive; Finance and Audit; Nominations and Governance; University Mission; and University Business, Planning, and Infrastructure (S7.022, Article VII).

Board Responsibilities

Board responsibilities are established by the State (S7.023, N.J.S.A. 18A:64-6) and reinforced by the NJCU bylaws (S7.022, Article III). These responsibilities include:

- Determining educational curriculum including program approval
- Determining policies relative to organization, administration, finance, institutional development
- Acting on personnel recommendations made by the President
- Appointing and evaluating the President
- Conferring degrees
- Awarding contracts
- Setting tuition and fees
- Acquiring property and supervising construction
- Accepting funds and manage disbursement

Table 7-2 summarizes topics of Board meetings for the prior four years (see also S7.024). Consistently, personnel matters (appointments, promotions, salary adjustments) have represented at least one-fifth of agenda items. Financial and academic matters also take a large portion of the Board's time. Administration and updates have increased over time, due in part to Board retreats. The practice of an annual retreat began in 2017-2018, during which time agreements were made regarding increasing the frequency of updates regarding ongoing projects.

Table 7-2, Distribution of Agenda Items of Public Board Meetings

Topic	2015-2016	2016-2017	2017-2018	2018-2019
Academics	19%	12%	13%	16%
Degree Conferrals	2%	3%	2%	7%
Board Administration; General Updates	7%	9%	20%	18%
Finance	18%	14%	13%	11%
Contracts	4%	3%	3%	7%
Tuition & Fees	2%	5%	3%	4%
Personnel	22%	33%	28%	21%
Planning/Assessment	4%	7%	8%	5%
Real Estate, Capital, Facilities	17%	7%	7%	7%
Speaker	4%	7%	2%	4%

During the Working Group's interview with the Board, members indicated their most important role is providing strategic oversight for the University, rather than involvement in the day-to-day operations.

The Board consults with the President and University Counsel regarding specific topics that should be addressed in committee or at the full Board. Board members actively solicit information and context from the President, and ask questions or raise concerns as necessary. From an academic perspective, the Board acts at a policy level to ensure program quality. Because faculty are key to the academic enterprise, the Board judiciously performs its responsibilities in approving hires and granting tenure.

The Board of Trustees also appoints and evaluates the President as Chief Executive Officer. The President annually presents a self-assessment to the Board, which provides feedback and establishes expectations for the following year. In 2016-2017, President Henderson's fifth year, the Board commissioned an external evaluation which included review of documents as well as input from faculty, staff, students, and the community. Several of the consultant's suggestions (S7.025) were implemented, including: Creating the position of Chief of Staff and filling the leadership roles in University Advancement. The recommendations also addressed the budget process, which the University is currently refining (see Chapter 6).

Conflict of Interest

In fulfilling their responsibilities, members of boards comply with state regulations regarding conflict of interest (S7.026). Members make annual attestations to the Governor's Office for both themselves and their families. The attestation addresses payment for services with the University, employment with the University or firms doing business with the University, and financial interests in firms that do business with the University. Concurrently, NJCU provides a list of current vendors to all Board members.

Continuous Improvement

The operations of the Board are guided by principles of good practice in governance. The Secretary to the Board of Trustees is an active participant in the Association of Governing Boards of Universities and Colleges (AGB) professional organization. The Board Chair has also participated in development opportunities from AGB. Modeling the continuous improvement ethos, in 2018, the Board established the practice of an annual retreat related to both Board development and planning (S7.027).

President (SVII.C3)

The President serves as the Chief Executive Officer of the University and is appointed and evaluated by the Board of Trustees. The President serves on the Board of Trustees as an ex-officio, non-voting, member (S7.028). The President has the authority and autonomy to fulfill her responsibilities (see also the *Board of Trustees (SVII.C2)* Section of this Chapter).

The President is responsible to the Board and has the "powers as shall be requisite, for the executive management and conduct of the college in all departments, branches and divisions, and for the execution and enforcement of the bylaws, rules, regulations and orders governing the management, conduct and administration of the college" (S7.029, N.J.S.A., 18A:64-8). These powers are reinforced in the job description for the role, which establishes the President as the chief planning officer for the University, and gives her the responsibility for developing new and managing existing resources, and for recommending staffing all actions (S7.030).

Credentials and Expertise

President Henderson began her tenure as the President in August 2012 and has the credentials and expertise to be an effective President (S7.031). President Henderson has a PhD in Higher Education from the University of Georgia, and bachelor's and master's degrees in mathematics education from Georgia

State University. Her prior appointments include Chief Operating Officer and Vice President for Institutional Advancement at Queen's College in the City College of New York (CUNY) system. Prior to that, she was faculty, chair, and interim provost at Georgia Perimeter College.

Dr. Henderson serves on the Board of Directors of the Hispanic Association of Colleges and Universities, is Vice Chair of the DIII Presidents Council and a member of the Board of Governors of the NCAA, and is on the Committee on International Education of the American Association of State Colleges and Universities. In addition, she is Chair of the Academic Issues Committee for the New Jersey Presidents' Council, and serves on the Internationalization Commission of the American Council of Education. She is also a MSCHE Commissioner, beginning her term on January 1, 2018.

As indicated in the *Board of Trustees (SVII.C2)* Section of this Chapter, the Board annually evaluates the President.

Senior Team

The President has the assistance of qualified administrators, including her ten direct reports. As noted in the organizational chart (S7.032), the President is supported primarily by the Vice Presidents of the five divisions (1-5). In addition, because the responsibilities of their areas are cross-divisional, University Counsel (6), and Institutional Effectiveness (7) report to the President. In addition, although Internal Audit (8) reports to the Board of Trustees, it is administratively placed under the President. Administrative coordination and leadership are provided by the Chief of Staff (9) and the Executive Coordinator to the President/Secretary to the Board of Trustees (10). The Senior Team, which includes all direct reports except the Internal Auditor, meets weekly, and members are responsible for executing decisions made that impact their areas. Members are further responsible for assessing effectiveness and efficiency within their areas and the University overall. Information on the qualifications of the Senior Team is contained in the *Administration (SVII.C4)* Section of this Chapter.

Administration (SVII.C4)

NJCU has an administrative staff equipped to contribute to the mission of the University. The administration is sufficient in number, members have relevant experience and expertise, are provided the appropriate assistance to perform their duties, and engage regularly with constituents. Administrative units engage in continuous improvement.

Composition of Administration

At NJCU, administration is a term utilized to refer either to the President and her Vice Presidents specifically, or all managerial (non-aligned) staff more generally. The organizational structure and reporting relationships of the administration are clearly documented in the University and divisional organizational charts (S7.033), which are publicly accessible from the University website (S7.034).

As discussed, the President's Senior Team consists of nine of her direct reports. The Senior Team meets weekly and discusses both operational and strategic issues (S7.035). The Internal Auditor, who reports to the Board of Trustees and is administratively situated under the President, attends the weekly meetings as necessary.

The President's Cabinet consists of the Senior Team and additional managers, primarily the lead administrators to each of the Vice Presidents (S7.036). The primary purpose of the Cabinet is to share information. In general, Cabinet members are the lead administrators to each of the Vice Presidents.

Qualifications and Evaluation

Members of the administration have the credentials and experience required to perform their duties. The individuals on the President's Senior Team are qualified for their positions, as evidenced by their curricula vitae (S7.037). Members have, on average, 17.9 years of experience in higher education. All have credentials relevant to their positions; two-thirds have a terminal degree and 78% have additional certifications or professional development credentials. Two-thirds of the Team has taught in higher education and 56% has presented at disciplinary conferences and/or has peer-reviewed publications in their fields.

Hiring procedures, as described in Chapter 2, are designed to ensure that successful candidates for any position have the requisite skills. Additional practices to facilitate transparency and campus input are utilized for leadership hires. As previously indicated, the Senate has representation on leadership hires in Academic Affairs (S7.038). In addition, searches at the Provost/Vice President level include meetings with the Senior Team and open campus meetings (S7.039).

All managerial employees (including vice presidents) participate in the Annual Managerial Performance Evaluation. This evaluation includes five dimensions: Strategic leadership, results leadership, people leadership, personal leadership, and embodiment of NJCU culture. In addition, in 2017, the University engaged Sibson Consulting to conduct an assessment of Human Resources, including a review of position responsibilities for all managerial staff. This resulted in reclassifications and recalibrations of positions as necessary for job functioning (S7.040, see also Chapter 2). The Senate proposed that faculty and staff have input on the evaluation of some managers, including Senior Leadership (S7.041). In Spring 2019, the proposal was reviewed by the HR Department (S7.042). As indicated in Chapter 2, with the change in Provost, an agreement was made to postpone decision on this item.

The COACHE and Great Colleges surveys also assess leadership (see Table 7-3 for Great Colleges summary; also S7.043 for Great Colleges results and S7.044 for COACHE results). Satisfaction with leadership was low in both surveys. In response, in November 2018, the Senior Team engaged in team building, communication, and leadership training (S7.045). In addition, since the administration of these surveys, new hires have been made for Provost, CFO, and Vice President for Student Affairs and Enrollment Management.

Table 7-3, Results of 2018 Great Colleges to Work For Survey Items Related to Senior Leadership

Statement	NJCU Positive	NJCU Negative	Carnegie Positive	Carnegie Negative
Provision of clear direction for the future	37%	34%	57%	19%
Open communication on important matters	38%	31%	56%	18%
Requisite knowledge, skills and experience	46%	25%	66%	13%
Modeling of institution values	46%	25%	69%	11%
Trustworthiness	40%	30%	61%	16%

Note. Carnegie refers to participating institutions with the same Carnegie classification as NJCU

Work Environment

In addition to skills and abilities, NJCU administrators have the time, assistance, technology, and information systems expertise required to fulfill their responsibilities. Administrators have direct reports assisting with responsibilities. For unanticipated staffing needs throughout the year, hiring decisions are

discussed by the Senior Team and criteria include unit-level staffing required to fulfill responsibilities (S7.046).

Enhancing information technology systems is a component of the Strategic Plan (Goal 3, Objective 3), and is described in Chapter 6 of this document. The IT Department offers in-house training for all system upgrades such as PeopleSoft. Similarly, the University typically contracts for vendor support professional development when rolling out new products. NJCU Offices also provide support and training (S7.047). For instance, Procurement conducts training for managers on the purchasing/requisition and travel systems, HR conducted training during the rollout of the online managerial evaluation tool, Communications provides training on maintaining webpages, and the Registrar provided support for rollout of Infosilem, the course scheduling tool used by deans.

In addition, managers complete an annual administrative assessment report that documents departmental performance relative to performance targets. Analysis and action planning can address resource and staffing needs, as appropriate. Chapters 5 and 6 of this document provides more detail on the process; results of these assessments are discussed throughout this narrative.

Campus Engagement

The administration has regular engagement with faculty and students regarding institutional goals and progress. For instance, the President routinely meets with students both on campus and at her home (S7.048). Campus-wide engagement includes town hall meetings, Senate presentations, and public presentations at meetings of the Board of Trustees. Summer planning retreats include faculty, staff, and students, as relevant to the topic. For instance, in 2017, the President conducted a series of retreats to review progress on the Strategic Plan and to begin the work on this current MSCHE Self-Study. Invitees included the Cabinet, approximately one-half of randomly selected faculty and staff, and students. Similarly, the focus of the 2019 summer retreat was on student services, and staff from Advising, Financial Aid, Residence Life, Registrar, and Student Accounts were invited. Students were also well-represented at this retreat. The 2019 retreat is also discussed in Chapter 6.

Other interactions are described in the *Governance Structure (SVII.C1)* Section of this Chapter, and include meetings of the Senate-Administration Coordinating Committee; monthly meetings of the Provost, deans, and chairs; and monthly dean-chair meetings. The (previous) Provost also met with individual departments for general discussions about departmental and University matters (S7.049). The Shared Governance and Civility Task Forces (see also Chapter 2) have two vice presidents (Chief Strategy Office and Chief Operating Officer) as champions. The deans meet with their faculty in a variety of ways such as chair meetings, all-college meetings, “Coffee with the Dean” conversations, and visits to department meetings.

Periodic Assessment (SVII.C5)

As referenced throughout this Chapter, NJCU periodically assesses criteria related to governance, leadership, and administration. For completeness, these references are summarized below:

- The annual Board retreats that include elements of board development.
- The evaluation of the President commissioned by the Board of Trustees.
- The Sibson Study assessment of HR functions, with an emphasis on managerial positions.
- The periodic administration of surveys such as COACHE and Great Colleges to Work For, and efforts to address findings.

Relationship of Standard VII to Self-Study Priorities

Meeting the criteria in Standard VII is critical to the University's commitment to achieving a positive campus climate. Maintaining structures and processes around governance can foster collaboration, inclusion, and mutual accountability. Results of recent assessments suggest some deficiencies in perceptions of effectiveness, and the University is working to understand the issues and to improve.

Conclusions and Next Steps

Based on thorough review of evidence, it was verified that New Jersey City University meets the requirements of Standard VII: Governance, Leadership, and Administration.

Pride points include:

- The University periodically assesses shared governance and leadership, and is engaging in activities to address identified areas of need.
- The University enacts external regulations around governance through policies and procedures that align with state mandates.

Opportunities for improvement include:

- NJCU can enhance campus climate by ensuring that efforts to improve shared governance and leadership are sustained, and that the impact of actions is assessed.
- NJCU can ensure that constituencies not represented by University Senate (such as employees represented by CWA and IFPTE) have a voice in governance.

Items in Evidence Inventory

Criterion 1

- S7.001 *Transforming Lives* Strategic Plan, see also URL section of Evidence Inventory
- S7.002 Senate constitution, preamble
- S7.003 Senate webpage, screenshot
- S7.004 Senate constitution, Article III, organization
- S7.005 General Education administrative structure
- S7.006 Senate constitution, Article I, functions and powers
- S7.007 Guidelines regarding Senate participation on search committees
- S7.008 Senate constitution, Article V, relationship to college community
- S7.009 AFT contract, Article XVIII, department chairpersons
- S7.010 Faculty handbook, Chapter 4, department chairpersons
- S7.011 Representative agendas of dean/chair meetings
- S7.012 Representative agendas of provost/chairs meetings
- S7.013 Mission of Student Government Association (formerly Student Government Organization)
- S7.014 2017 COACHE, presentation of results (pages 6, 8, 15, 16, 17)
- S7.015 2018 Great Colleges to Work For, presentation of results, shared governance excerpt (page 34)
- S7.016 2018 Great Colleges to Work For, item-level results
- S7.017 2019 Shared Governance Task Force, email communication

Criterion 2

- S7.018 N.J.S.A. 18A:64-2, control and management of institution
- S7.019 N.J.S.A. 18A:64-1, decentralization of authority
- S7.020 N.J.S.A. 18A:64-3, Board of Trustees

- S7.021 Biographies of Board members
- S7.022 Board bylaws
- S7.022 N.J.S.A. 18A:64-6, powers of boards
- S7.024 Summary of Board agendas
- S7.025 Report on 2017 evaluation of President Henderson
- S7.026 New Jersey Executive Order 14 on conflict of interest
- S7.027 2019 Board retreat agenda

Criterion 3

- S7.028 Board bylaws, excerpt
- S7.029 N.J.S.A. 18A:64-8, president powers and duties
- S7.030 President job description
- S7.031 President Henderson's curriculum vitae
- S7.032 President's organizational chart

Criterion 4

- S7.033 University and divisional organizational charts
- S7.034 Organizational chart location, webpage screenshot
- S7.035 Representative Senior Team meeting agendas
- S7.036 Cabinet members and role
- S7.037 Curriculum vitae of President's Senior Team members
- S7.038 Guidelines regarding Senate participation on search committees
- S7.039 Announcement of open meetings for 2019 provost search candidates
- S7.040 Summary of Sibson Study findings
- S7.041 Senate proposal on administrative evaluation
- S7.042 Status update on Senate proposal on administrative evaluation, Senate minutes
- S7.043 2018 Great Colleges to Work For, presentation of results
- S7.044 2017 COACHE, presentation of results
- S7.045 2018 Senior Team, team building development meeting
- S7.046 Hiring request template
- S7.047 Sample training materials
- S7.048 President's interactions with students, 2018 – 2019
- S7.049 Provost Julius' departmental meetings, samples

Criterion 5

There are no additional artifacts associated with this criterion

The following artifacts are uploaded for reference: S7.014, S7.015, S7.016, S7.017, S7.024, S7.025, S7.040, S7.043, S7.044, S7.045

APPENDIX: Acronyms and Abbreviations

AA/AS	Associate of Arts Degree, Associate of Science Degree
AAC&U	Association of American Colleges and Universities
AASCU	American Association of State Colleges and Universities
ACBSP	Accreditation Council for Business Schools and Programs
ACCT	Accounting
ACE	American Council on Education
ACUE	Association of College and University Educators
AFRO	African/African-American Studies
AFSCME	American Federation of State, County, and Municipal Employees
AFT	American Federation of Teachers
AGB	Association of Governing Boards of Universities and Colleges
AMPE	Annual Managerial Performance Evaluation
AP	Advanced Placement
ASCEND	Achieving Success by Cultivating Excellence and Nurturing Discovering
AUR	All-University Requirement
AVP	Assistant Vice President/Associate Vice President
BA	Bachelor of Arts
BAAFSSO	Black Alumni, Administrators, Faculty, Students, and Staff Organization
BFA	Bachelor of Fine Arts
BIOL	Biology
BS	Bachelor of Science
BUSI	Business Administration
CACREP	Council for Accreditation of Counseling and Related Educational Programs
CAEP	Council for the Accreditation of Educator Preparation
CAS	College of Arts and Sciences
CCNE	Commission on Collegiate Nursing Education
CEIK	Civic Engagement and Intercultural Knowledge
CFO	Chief Financial Officer
CHA	Council of Hispanic Affairs
CHEM	Chemistry
CIM	CourseLeaf Curriculum
CJ	Criminal Justics
CLC	Children's Learning Center
CLEP	College Level Examination Programs
CMDT	Center for Music, Dance and Theatre
COACHE	Collaborative on Academic Career in Higher Education
COE	College of Education
COO	Chief Operating Officer
CPP	Career Planning and Placement
CPS	College of Professional Studies
CS	Computer Science
CTPS	Critical Thinking and Problem Solving
CUNY	City College of New York
CWA	Communication Workers of America
DIII	Division III

DPC	Department Personnel Committee
DSST	Department of Defense Standardized Test
EAB	Education Advisory Board
ECE	Early Childhood Education
ECON	Economics
EdD	Doctorate of Education
EDLD	Educational Leadership
EDTC	Educational Technology
EDU	Elementary and Secondary Education
EEO	Equal Employment Opportunity
EEO/AA	Equal Employment Opportunity/Affirmative Action
EESC	Earth and Environmental Sciences
EMR	Electronic Medical Records
ENGL	English
EOF	Educational Opportunity Fund
EPM	Enterprise Performance Management
ERP	Enterprise Resource Planning
ES	Effect Size (as E.S.)
ESL	English as a Second Language
ETHN	Ethnic and Immigration Studies
FA	Fall Semester
FAFSA	Free Application for Federal Student Aid
FERPA	Family Educational Rights and Privacy Act
FES	Fitness, Exercise, and Sports
FINC	Finance
FT	Full Time
FTE	Full Time Equivalent
GASB	Governmental Accounting Standards Board
GECAP	General Education Committee on Assessment and Policy
GKFP	Gothic Knight Food Pantry
GPA	Grade Point Average
GRAD	Graduate
HLTH	Health Sciences
HIPAA	Health Insurance Portability and Accountability Act
HIST	History
HON	Honrs
HR	Human Resources
HWC	Health and Wellness Center
IB	International Baccalaureate
IDEA	Course Evaluation provider
IE	Institutional Effectiveness
IFPTE	International Federation of Professional and Technical Engineers
INTD	Interdisciplinary
IPEDS	Integrated Postsecondary Education Data System
IT	Information Technology
ITL	Information and Technology Literacy
JCBOE	Jersey City Board of Education
JMAC	John J. Moore Athletics and Fitness Center

KPI	Key Performance Indicator
LANG	Languages (Modern Languages)
LATI	Latin American and Caribbean Studies
LLC	Limited Liability Company
LTED	Literacy Education
MA	Master of Arts
MAT	Master of Arts in Teaching
MATH	Mathematics
MBA	Master of Business Administration
MCC	Multicultural Education
MDT	Music, Dance, and Theatre
MEDI	Media Arts
MGMT	Management
MKTG	Marketing
MS	Master of Science
MSCHE	Middle States Commission on Higher Education
NASAD	National Association of Schools of Art and Design
NASM	National Association of Schools of Music
NASP	National Association of School Psychologists
NCAA	National Collegiate Athletic Association
NCFDD	National Center for Faculty Diversity and Development
NJ	New Jersey
NJEDA	New Jersey Economic Development Authority
NJFEA	New Jersey Future Educators Association
NJSA	New Jersey Statutes Annotated
NJCU	New Jersey City University
NS	Not significant (as ns)
NSSE	National Survey of Student Engagement
NURS	Nursing
NYU	New York University
OC	Oral Communication
OMB	Office of Management and Budget
OMC	Office of Marketing and Communications
OSHE	Office of the Secretary of Higher Education
OSP	Opportunity Scholarship Program
OSS/SI	Office of Specialized Services/Supplemental Instruction
OTC	Orientation to College
P-12	Preschool through Grade 12
P3	Public-Private Partnership
PAC	Performing Arts Center
PACC	Program Assessment Coordinating Committee
PDF	Portable Document Format
PDIC	President's Diversity and Inclusion Council
PELL	Professional Education and Lifelong Learning
PhD	Doctor of Philosophy
PHIL	Philosophy (Philosophy and Religion)
PHYS	Physics
POLI	Political Science

PPA	Power Purchase Agreement
PT	Part Time
PPSM	Prediction-Based Propensity Score Matching
PSYC	Psychology
QL	Quantitative Literacy
QM	Quality Matters
RKPM	Rising Knight Peer Mentoring
ROA	Requirement of Affiliation
ROI	Return on Investment
SACC	Senate Administration Coordinating Committee
SAEM	Student Affairs and Enrollment Management
SAP	Satisfactory Academic Progress
SARA	State Authorization Reciprocity Agreement
SBR	Separately Budgeted Research
SEAL	Summer Engagement and Leadership
SECU	Security Studies
SGA	Student Government Association
SGO	Student Government Organization (former name of Student Government Association)
SI	Supplemental Instruction
SIS	Student Information System
SOAR	Student Outreach and Retention
SOB	School of Business
SOCI	Sociology
SP	Spring Semester
SPEC	Special Education
STEM	Science, Technology, Engineering, and Mathematics
SURI	Scientific Undergraduate Research Institute
TEAC	Teacher Education Accreditation Council
TLC	TRiO Learning Community
TRC	Transfer Resource Center
UAC	University Advisement Center
UGRD	Undergraduate
URL	Uniform Resource Locator
US	United States (as U.S.)
VALUE	Valid Assessment of Learning in Undergraduate Education
WC	Written Communication
WCH LLC	West Campus Housing LLC
WGST	Women and Gender Studies