



9 Recommendations

1. It is recommended that the institution continue its inclusive strategic planning process with sufficient time to incorporate the Middle States recommendations as articulated within their own plan. The plan should include a reevaluation of the mission, metrics with corresponding targets, and it should be linked to full institutional effectiveness processes, including budgeting, the use of specific data – including direct and indirect evidence, a timeline and an assessment plan for measuring yearly progress. There appears to be a new emphasis on athletics, global programs and a lab school to serve the community. The expansion in Monmouth also represents a new direction. The new plan should incorporate these if they are going to continue to guide the institution. *Standard I*
2. The institution has made efforts to ensure that its faculty and staff diversity more closely correspond to its student population. It will benefit the institution to continue these efforts, with agreed published benchmarks and goals that it regularly assesses and reports to the campus. *Standard II*
3. The new program development process has been streamlined and now follows a timeline for approval utilizing a curriculum management software solution. It is important that all programs utilized this process going forward to ensure consistency and efficient in the process. It was shared that some programs utilize the prior paper-based process. The new process should be standardized and included as documentation in the manual for Program Coordinators/Department Chairs. *Standard III*
4. NJCU should develop and implement a graduate student enrollment management strategy taking into consideration current and future and projected market trends, workforce needs, and graduate student retention. *Standard IV*
5. NJCU should clearly articulate and create a strategy for how NJCU supports the sociocultural, financial, and educational needs of the Hispanic/Latinx students on campus. The campus should highlight its status as a Hispanic Serving Institution while noting what specific efforts are being implemented to support this population of students. *Standard IV*
6. A critical concern we have is the potential underutilization of student learning outcome data that NJCU can leverage to better pursue best practices for continuous improvement in the areas of teaching and assessment design. It is evident that NJCU is actively warehousing student data, however, it should become more aggressive in querying that data for appropriate and meaningful usage related to continuous assessment improvement and academic interventions on behalf of students. *Standard V*
7. The efficiency of the current governance structure to resolve difference between faculty and administration should be assessed. The University should consider adopting mechanisms other than the current Senate-Administration Coordinating Committee (SACC)-Board of Trustees (BOT) resolution model. The processes and procedures for the SACC to bring disputes to the Board and for the Board to communicate the status and findings to the SACC should be clarified and documented. The Board should clarify its role in resolving issues by either acting on them or by changing the governance plan to specify its jurisdiction. *Standard VII*
8. The work of the Task Force on Shared Governance should continue. Its process, methods, findings, and recommendations should be fully documented as a narrative report and broadly distributed. An action plan with specific strategies for implementation, a timeline, accountability structures, and an assessment to be specified. *Standard VII*



9. The Faculty Handbook should be updated regularly, reflecting a joint governance process and available to all faculty on the University's website. A Chair Handbook should be developed and regularly updated. An orientation and chair development program should be instituted, so that chairs are clear about their roles and responsibilities. Communications about any changes in responsibilities should be specified in writing and supporting and policy documents should be updated regularly by the administration. *Standard VII*



17 Collegial Advice

1. NJCU should consider undertaking an assessment of its mission as some stakeholders believe there has been change without understanding the reasons. *Standard I*
2. The Senate will benefit both students and faculty in renewing its pre-pandemic efforts to revise and clarify terminology and documentation associated with student grievances. This will augment students' understanding of the grievances policy's role and value. *Standard II*
3. The Civility Taskforce and its findings provide the university with opportunities to enhance campus climate. The university is encouraged to use its findings to inform strategic planning efforts. *Standard II*
4. To assess periodically its operations and policies in ethics and integrity, the university is encouraged to exploit existing surveys and those developed by the work group as part of its formal institutional effectiveness efforts. *Standard II*
5. New courses that are being introduced for either online or hybrid modes of instruction should be analyzed to ensure that the faculty member is utilizing appropriate online design standards with an approval process. *Standard III*
6. The advisement of students was recently changed from faculty led to that of being housed within the Center of Academic Advising. The process for faculty advisement of students needs to be communicated so that all constituency groups understand their roles. This should help to clarify roles and responsibilities for professional advisors and that of program faculty. *Standard III*
7. Student perceptions of rigor as assessed by the National Survey of Student Engagement (NSSE) indicated that there is a drop in both higher order learning and reflective learning for first year students. The institution recognizes that this is an area of needed improvement, however no action plan was shared with the visiting team. It is recommended that the institution correlate data between the General Education Assessment and the NSSE survey. *Standard III*
8. Investigate how to increase financial resources to support lower income students to address additional costs of attendance including, textbooks/software/course materials, on-campus housing costs, and transportation costs. NJCU should continuously work to address the needs of students who are working beyond 20 hours per week. *Standard IV*
9. Within budget constraints, consider increasing the student affairs staffing levels, including full time and graduate assistant staff based on assessed departmental needs and resources availability for the Health and Wellness Center, Speicher-Rubin Women's Center for Equity & Diversity, and Housing. *Standard IV*
10. Examine the need for facility improvements for TRiO, ASCEND, and Opportunity Scholarship Program in order to avoid the perception that NJCU undervalues lower-income, first generation, and/or underrepresented/underserved student populations, as appropriate. *Standard IV*
11. Consider providing ongoing training for faculty and staff on how to best support lower-income, first generation, and underrepresented/underserved student populations. *Standard IV*
12. Explore ways to further increase student representation and voice into the shared governance of the institution. *Standard IV*



13. It was revealed in discussion with faculty that a Center for Teaching and Learning once existed on campus. We encourage discussions around the reactivation of such a center begin in earnest. Work related to the intersectionality of student assessment outcomes, assessment design, and best instructional/pedagogical practices would occur in this center. It is believed that actionable outcomes to support the needs of numerous stakeholders can emerge from this space. *Standard V*
14. We encourage the institution to continue evaluating the alignment of disciplinary outcomes with university-wide general education student learning outcomes. To that end, we encourage that NJCU also have a broader application of the general education student learning outcomes across upper division courses as well. *Standard V*
15. It seems that best practice assessment procedures are not often driven from within the non-professional degree programs at NJCU. We encourage nudging of these spaces by the appropriate NJCU based committees for there to be more accountability in this area and for key personnel to take a lead role in such efforts. *Standard V*
16. The university should continue to pursue and obtain Board approval for the Tri-Generation initiatives that will upgrade the institution's infrastructure and lead to potential cost savings. *Standard VI*
17. The university should continuously improve its communication and collaboration between the Finance team and other campus constituency groups, especially the Faculty Senate. *Standard VI*



13 Accomplishments

1. The team wants to commend the university and especially the faculty for their focus on students and student success. It is clear that the institution cares deeply about its mission and role it plays in transforming student lives. *Standard I*
2. The team believes that the large number of students, faculty and staff who come from underserved backgrounds and are first-generation is an institutional strength. *Standard I*
3. The “NJCU Debt Free Promise” is especially laudatory and an excellent reflection of its mission and goals. *Standard II*
4. The self-study’s use of existing surveys, and those developed by the work group, represent an excellent example of using existing resources to assess institutional effectiveness in this area. *Standard II*
5. The institution has made a sustained effort to increase the number of full-time faculty, growing it by 3%, and during the period of the strategic plan over 100 faculty lines have been filled. It is important to see that the hiring was aligned with areas of excellence identified in the strategic plan. *Standard III*
6. NJCU has invested in a curriculum management platform. This ensured consistency in the assessment of programs and courses across multiple disciplines and provides the Provost with assurance that programs are consistently assessing their coursework within their specific programs. *Standard III*
7. The EAB Student Success Software solution has centralized academic support for students across divisions and improved the institution’s ability to holistically support student achievement. *Standard III*
8. NJCU Athletics is an exemplar of comprehensive support and development for student athletes, particularly through the Rising Knight Institute. *Standard IV*
9. Speicher-Ruben Women’s Center for Equality & Diversity takes on an expansive portfolio of noteworthy efforts to support underrepresented and underserved students through multiple collaborations. *Standard IV*
10. The Program Assessment Coordinating Committee is doing an exemplary job in stressing the need for best practices as it relates to assessing student learning outcomes and assessment design. *Standard V*
11. The Program Assessment Coordinating Committee should also be commended for its continuous outreach efforts in offering faculty professional development. *Standard V*
12. The University’s IT Team should be commended for its rapid response to conversion of its face-to-face classes to on-line, for making training available to faculty and for providing equipment and services to its students during the Spring 2020 semester as a result of COVID-19. *Standard VI*
13. The university’s facility staff should be commended for taking advantage of the mostly vacant campus during spring 2020 to make repairs and upgrades to facilities. *Standard VI*