NJCU

New Jersey City University

Self-Study Design

Submitted to the Middle States Commission on Higher Education (MSCHE)

June 29, 2018

Contents

Institutional Overview

Opening in 1929, Jersey City State Normal School was devoted to providing quality teacher training for the residents of Hudson County. Since then, the institution has continually 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 opportunities afforded by a college education. In 1998, the institution became New Jersey City University, NJCU.

Today, NJCU enrolls approximately 8300 students, 6500 undergraduates and 1800 graduates. NJCU is a designated Minority Serving Institution and Hispanic Serving Institution. The undergraduate population is 40% Hispanic, 23% Black/African-American, 21% White and 8% Asian[1]. Over 57% of students are first-generation, and 77% are eligible for Pell grants.

The University has 43 undergraduate degree programs, 28 master degree or post-master certificate programs, and three doctoral degree programs[2]. These programs are housed in four schools/ colleges: College of Arts and Sciences, School of Business, College of Education, and College of Professional Studies. The highest- enrolled undergraduate programs are Biology, Business, Criminal Justice and Psychology. At the graduate level, the College of Education accounts for 56% of master- and doctoral-level enrollment. The College of Education also administers the A. Harry Moore Laboratory School, which serves severely disabled pupils aged 3 through 21 from the surrounding communities.

In addition to the main campus, NJCU has two additional locations. The Harborside waterfront location is 5 miles from the main campus and houses the School of Business. The Wall Township location is 60 miles south of the main campus and offers programs in business, nursing, and criminal justice for area community college students seeking bachelor degrees.

Organizationally, the University is comprised of five divisions:
- Academic Affairs
- Administration
- Advancement
- Finance
- Student Affairs & Enrollment Management

There are more than 250 full-time faculty and over 650 staff. Approximately 68% of the faculty are tenured.

Mission and Strategic Goals

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

The University's strategic plan, *Transforming Lives*, operationalizes this mission around four broad goals and a series of objectives, as listed below:

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[1]The remaining 8% of the population is of other race/ethnicity.

[2] The third doctoral program, an Ed.D. in Community College Leadership, was approved in 2017 after submission of the MSCHE Institutional Profile. Enrollment has not commenced.

GOAL: Achieve Student Success: Academic, Personal, and Social
- Objective 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.
- Objective 2: Advance students' social and personal development.
- Objective 3: Increase retention and degree completion for all students.
- Objective 4: Enroll a diverse student body that will succeed at NJCU and beyond.

GOAL: Enhance Academic Excellence
- Objective 1: Advance faculty excellence in teaching, scholarship, and service.
- Objective 2: Develop and offer academic programs of the highest quality.
- Objective 3: Develop and implement a signature NJCU undergraduate experience that develops lifelong learners.
- Objective 4: Design and enact transformative graduate experiences that develop future leaders and scholars.

GOAL: Strengthen NJCU Identity, Brand, Reputation, and Connections with the Community
- Objective 1: Re-imagine and implement a new public image of NJCU as a diverse urban university of distinction.
- Objective 2: Develop strong campus-community relationships.

GOAL: Enhance Resources and the University's Capacity to Achieve Vision
- Objective 1: Advance core NJCU values of individual and institutional caring, growth, and excellence.
- Objective 2: Enhance and diversify revenue streams.
- Objective 3: Create a state-of-the-art campus to enhance the environment for teaching, learning, living, and working.

Transforming Lives commenced in 2013 and was scheduled to sunset at the end of 2018. In summer 2017, the President held four campus retreats designed to review the accomplishments from the strategic plan and to consider next steps. Invitees included all members of cabinet and a random selection of over 50% of faculty and staff. Through collaboration with the Student Government Organization, students also participated.

The retreat participants developed a list of accomplishments related to strategic plan (see the *Recent Developments* section of this document for additional information) and discussed areas of continued opportunity. MSCHE accreditation and the Self-Study process were also discussed at the retreat. Based on the combination of remaining opportunities within the strategic plan and the ongoing Self-Study preparations, the President and her Leadership Team made the decision to extend the period of *Transforming Lives* during the MSCHE 2020 process. The Board of Trustees approved the extension at the June 25, 2018 meeting.

Recent Developments
As described in the *Mission and Strategic Goals* section of this document, the University's strategic plan commenced in 2013. Major accomplishments and recent developments related to NJCU's strategic goals are outlined below.

Student Outcomes
Enhancing student outcomes is the primary focus for NJCU and for the Strategic Plan. Organizational developments since commencing *Transforming Lives* have included reconfiguring the Division of Student Affairs & Enrollment Management to enhance recruitment, admissions, and onboarding; to provide comprehensive and proactive student support; and to emphasize student engagement and social development. Similarly, in Academic Affairs, the positions of Assistant Provost for Student Success and Assistant Provost for the Undergraduate Experience were created to provide an umbrella for individual initiatives and thus enhance coordination across offices and services.

As described in the 2017 Monitoring Report, the redesign of the general education curriculum was a critical initiative in the University's emphasis on student outcomes. Launched in 2015, the revised general education program focuses on university-wide student learning outcomes including communication, critical thinking, civic engagement, information literacy, and quantitative literacy.

Impacts to date include an increase of 7% (to 77%) in first-year retention rate and an increase of approximately 4% (to ~38%) in six-year graduation rate[3].

Academic Excellence
Faculty excellence and program excellence are required to ensure that students succeed. As discussed in the 2015 Periodic Review Report, the strategic plan sought in part to re-affirm the primacy of academics at NJCU. Organizationally, this involved reinstating the position of Provost and Senior Vice President, establishing a School of Business, and reorganizing the Office of Research Grants and Sponsored Programs to better support faculty scholarship.

The support for faculty excellence also included hiring over 90 faculty from 2013 through 2017, establishing new-faculty mentoring programs, and increasing research-related faculty release time. The faculty have developed over 20 new undergraduate and graduate academic programs in high-demand and emerging fields such as data analytics, global business, and teaching certification for student with autism spectrum disorders.

Community Connections
The mission of NJCU includes improvement of the region, and the strategic plan emphasizes enhancing community connections. Relevant developments include the Vice President of Advancement assuming the additional role of Chief Strategy Officer in order to ensure synergy across internal and external initiatives.

The University is also enhancing its two additional locations to better serve the students and public in these areas.   NJCU expanded the Harborside location to offer programming for undergraduate as well as graduate business students. The state-of-the art facilities also serve the community through the business development incubator, the Institute for Dispute Resolution, and the Institute for Financial Literacy and Economic Education (a partnership with the New Jersey Council for Economic Education).

The University will enhance its location in Wall Township by relocating to a building in Fort Monmouth in Fall 2019[4]. Currently, the Wall Township area has no public four-year institutions. With an expanded

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[3] Graduation rate is estimated; final data will be available in August 2018.
[4] The substantive change request will be submitted in September 2018.

presence and a strengthening of articulation agreements with area community colleges, NJCU will be able to provide affordable education for high-demand professions such as business and nursing.

Resources
Financial sustainability and state-of-the art facilities for learning, living, and working are critical to NJCU's ability to achieve its mission. Important developments in these areas include dividing the Division of Administration and Finance into two separate, more focused, divisions. This has increased efficiency and accountability for both the real estate/facilities functions and the finance functions of the University.

In addition, in 2016, the University opened a new 400+ bed residence hall and began enhancing student life efforts. Current and future projects include renovating teaching and research spaces in the Science Building; enhancing nursing labs and equipment; and constructing a fine arts building. Many of these enhancements will be financed through the $60,000,000 capital campaign, which is currently 70% toward its goal. In addition to facilities, the campaign emphasizes student support for scholarships and study abroad programs.

Self-Study Preparations
Preparations for the Self-Study began in Spring 2017. Key activities to date are described in this section.

Spring 2017: Introduction to MSCHE Standards
Throughout the Spring 2017 semester, the President's Office and the Office for Institutional Effectiveness conducted a series of open meetings in order to discuss the recent revisions to the MSCHE Standards and processes. Each meeting focused on a single standard and involved reviewing the criteria, discussing strengths and challenges in providing evidence to demonstrate compliance, and exploring potential participation on the MSCHE 2020 Team.

Summer 2017: Retreats
As described in the *Mission and Goals* section of this document, in Summer 2017, the University engaged in a series of retreats to review accomplishments and remaining opportunities related to the strategic plan. Participants also discussed themes such as assessment, collaboration/inclusion, communication, planning, and trust. These discussions contributed to the decision to emphasize volunteerism and inclusion in the Self-Study process.

Summer – Fall 2017: Initial Team Formation
A combination of Presidential appointment and volunteering was utilized to develop the initial MSCHE 2020 Team. In Summer 2017, the President appointed the three team coordinators (detailed in the *Organizational Structure of the Steering Committee and Working Groups* section of this document). Team coordinators attended the summer retreats. Based in part on the retreats, the decision was made to start building the MSCHE 2020 team through a call for volunteers. It was anticipated that additional appointments may be necessary, depending upon volunteer interest.

The President issued the call for volunteers on September 28, 2017 and in October, the Team Coordinators held two open meetings to discuss expectations for participation. The call remained open until after the Coordinators returned from the November Self-Study Institute. At that time, there were over 60 volunteers from among faculty, staff, and administrators. The pool included a mix of individuals who had worked on the 2010 Self-Study; those who had experience with disciplinary accreditation such

as ACBSP (Accreditation Council for School and Business Programs), CACREP (The Council for Accreditation of Counseling and Related Educational Programs), CAEP (Council for the Accreditation of Educator Preparation), and CCNE (Commission on Collegiate Nursing Education); and those who were new to the process. The distribution of experience was sufficient to form the initial seven working groups, one around each standard.

<u>Spring 2018: Team Activities</u>
The kickoff meeting with the full team was held on January 26, 2018.   This meeting involved an overview of the goals and purpose of the Self-Study, the timeline, and the working process. The Committee opted to use Blackboard to store and share documents during the process. Since the initial meeting, Working Groups met individually to begin gathering artifacts for the draft Evidence Inventory, also called Documentation Roadmap. The Groups, under the guidance of the co-chairs, also contributed to components of the Design Document.

To facilitate the process, the Steering Committee met several times to discuss progress, address questions that arose in the Groups, and ensure consistency in work products across Groups. In addition, each Working Group was assigned one of the three Team Coordinators as a liaison, and Coordinators met with Working Groups as needed. During this process, some Groups determined that additional expertise was needed, and recruited new members. For instance, Working Group VI added a member with expertise in finance and is seeking to add a member with expertise in facilities. Similarly, Working Group II added a member with legal expertise and is seeking to add a member with knowledge of human resource policies and practices.

Finally, all Groups are developing plans to engage more fully students and alumni. For some groups, this will involve increasing the number of students as members. For other groups, this will involve collaborating with the Student Government Organization leadership and Dean of Students on methods for sharing developing insights and receiving feedback throughout the process.

Institutional Priorities to be Addressed in Self-Study
To provide focus to the process, the University community selected two priorities to be addressed in the Self-Study: Student Success and Campus Climate.

The <u>Student Success</u> priority focuses on the aspects of the NJCU mission related to providing a diverse population an excellent university education. In 2015, NJCU re-affirmed its emphasis on putting students first, and student success has been the focus of retreats and initiatives since that time. The elements of this priority include 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 <u>Campus Climate</u> priority focuses on the experience of students, faculty, and staff on campus and the quality and extent of interaction between individuals and groups. The elements of the priority include 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

Selection of Priorities

Priorities were selected in a multi-step process. As described in the *Self-Study Preparations* section of this document, a series of retreats was conducted to explore progress on the strategic plan. Information from these retreats was utilized to develop a survey to obtain input on the top priorities for the coming years. The survey was sent to all faculty and staff, with a request to rank the top three priorities from the following list:

- Enhance NJCU's academic profile (e.g., teaching excellence, scholarship)
- Enhance campus climate (e.g., collaboration, civility, mutual accountability, transparency)
- Enhance educational opportunities (e.g., degree requirements, program options)
- Enhance experiential learning opportunities (e.g., internships, service learning)
- Enhance resources (e.g., effective use of existing resources, new revenue streams)
- Enhance student outcomes (e.g., degree progress, graduation)
- Enhance the student experience (e.g., co-curricular experiences, residence life)

Respondents also had the option to write in up to two priorities not included in the list. A total of 426 individuals responded, representing 47% of employees. Responses were coded with three points for first choice, two points for second choice, and one point for third choice. Results are displayed in the following graph.

Priority	Points
Academic profile	496
Student outcomes	428
Educational opps/programs	361
Campus climate	359
Resources	250
Experiential learning opps	228
Student experience	175
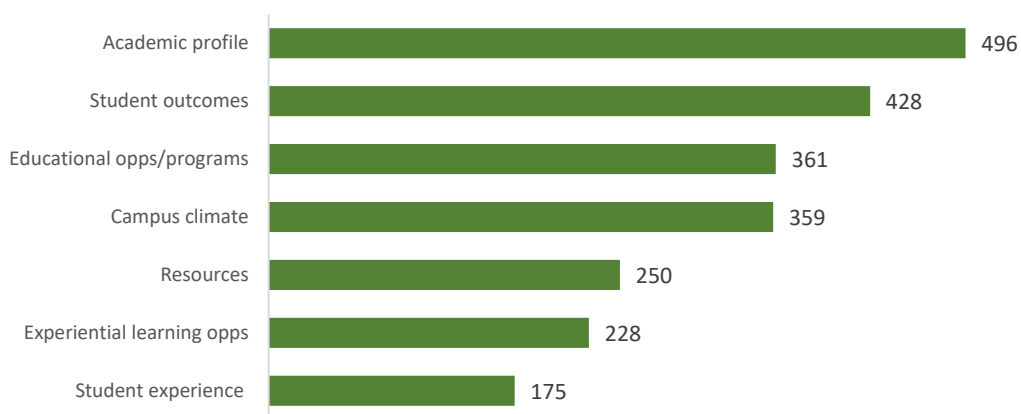
Based the distribution of responses, Enhancing NJCU's Academic Profile and Enhancing Student Outcomes were clear priorities, and were considered for inclusion by the Team. Because there was not a clear third choice the next two priorities (Enhance Educational Opportunities and Enhance Campus Climate) were also included in the list for consideration.

The Steering Committee and Working Groups focused on several factors to determine the final list of priorities including: the operationalized definitions of the priorities; relationship to relevant campus-wide initiatives; the manner in which the priorities mapped to the standards; and progress made and opportunities remaining related to the strategic plan.

Throughout the discussion, it was noted: (a) there was substantial overlap in the operationalized definitions of the priorities related to Academic Profile, Student Outcomes, and Educational Opportunities/Programs, (b) these three priorities shared much with the President's movement regarding putting students first for student success, and (c) the Campus Climate priority was one of the remaining opportunity areas related to the strategic plan. This discussion resulted in the selection of two priorities: Student Success and Campus Climate, with the operationalized definitions listed previously.

Alignment of Priorities with University Goals and MSCHE Standards
By design, the priorities were aligned with the Strategic Plan goals. Table 1 shows this alignment by mapping the elements of the operationalized priorities to the objectives of the strategic plan.

Table 1: Mapping of Priorities to Strategic Plan

Strategic Plan Goal/Objective	Student Success Priority Element(s)	Campus Climate Priority Element(s)
GOAL: 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 above) Disciplinary competency (g above)	
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: Enhance Academic Excellence		
Advance faculty excellence in teaching, scholarship, and service	Accomplished faculty (c)	Employee excellence (f)

Strategic Plan Goal/Objective	Student Success Priority Element(s)	Campus Climate Priority Element(s)
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: 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)
GOAL: 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)

The priorities also map to the MSCHE Standards. Table 2 lists the priority most closely aligned with each Standard. Brief discussion of the mapping follows the table.

Table 2: Mapping of Standard and Institutional Priority

Standard	Student Success	Campus Climate
I: Mission and Goals	✓	✓
II: Ethics and Integrity		✓
III: Design and Delivery of Student Learning Experience	✓	
IV: Support of the Student Experience	✓	
V: Educational Effectiveness Assessment	✓	
VI: Planning, Resources, and Institutional Improvement		✓
VII: Governance, Leadership, and Administration		✓

<u>Student Success Priority</u>
The Student Success priority most closely aligns with Standards I, III, IV, and V.

- The strategic plan is key to <u>Standard I</u>.   As indicated in Table 1, student success is the essence of the University strategic goal designed to "Achieve Student Success: Academic, Personal, and Social," and key to the goal designed to "Enhance Academic Excellence."
- Elements of the Student Success priority related to rigorous programming and accomplished faculty are particularly relevant to <u>Standard III</u>.
- The aspects of the Student Success priority related to comprehensive support services, co-curricular experiences, degree progress, and graduation are core to <u>Standard IV</u>.
- The components the Student Success priority related to students' competency in the discipline and in general education skills are relevant to <u>Standard V</u> and the assessment of student learning.

<u>Campus Climate Priority</u>
The Campus Climate priority will be primarily addressed in Standards I, II, VI, and VII.

- The strategic plan is key to <u>Standard I</u>. As illustrated in Table 1, campus climate is a component of the strategic goal designed to "Enhance Resources and the University's Capacity to Achieve Vision."
- The Campus Climate priority holistically aligns with criterion 2 in <u>Standard II</u>.
- The aspects of the Campus Climate priority related to campus environment, collaboration and accountability, employee excellence, and transparency and communication are represented in <u>Standard VI</u>.
- The components the Campus Climate priority related collaboration and accountability, transparency and communication, and employee excellence are related to <u>Standard VII</u>.

Intended Outcomes of Self-Study

In order to facilitate focus, the University established clear outcomes for both the Self-Study process and the final document to be produced.

Process- and product-related outcomes include:

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.

The first three outcomes are those required by the Commission. These outcomes helped to guide the development of the Working Groups' lines of inquiry described in a subsequent section of this document. The fourth outcome is related to the purpose of the Self-Study report as a tool "to advance institutional self understanding and self improvement"[5] and to the University's decision to extend the

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[5] MSCHE. *Self-Study: Creating a Useful Process and Report (2018-2019)*. Available: http://www.msche.org/publications/SelfStudyGuide2018-19.pdf

strategic plan during the MSCHE 2020 process (see the *Mission and Strategic Goals* section of this document for further details).

The inclusion of this fourth outcome is important to NJCU for several reasons. For instance, it will focus the work and involve the Team in a useful activity, rather than a "checkbox" activity. In addition, the engagement of the campus in the Self-Study will also be an engagement with the strategic planning process. In some ways, the self-study process is itself a means of enhancing NJCU's campus climate priority (e.g., inclusion in decision making, collaboration, transparency).

Standards-Based Approach to Self-Study

NJCU has chosen the Standards-Based approach to the Self-Study. Several factors contributed to this determination, including:

- Recent revisions to the MSCHE Standards and accreditation processes. The standards-based approach will be an effective way for the campus to become better informed about the recent revisions to the MSCHE Standards and Requirements of Affiliation, including the emphasis on mission, student outcomes, and continuous improvement.

- Guidance during the Self-Study Institute. Based on their experiences, representatives from the CIP (Collaborative Implementation Project) institutions recommended a standards-based approach.

- NJCU's accreditation history. The priorities-based approach is appropriate for institutions that have not had recent follow-up requirements. NJCU's recent history includes a Monitoring Report in 2017.

Organizational Structure of the Steering Committee and Working Groups

The core MSCHE 2020 Team is comprised of Team Coordinators, Steering Committee members, and Working Group members. The MSCHE 2020 Team is charged with: Gathering information related to compliance with the MSCHE Standards and Requirements of Affiliation from documents, departments, committees, and individuals; organizing and analyzing the information; and writing summaries of the analyses. The MSCHE 2020 Team will also, through appropriate channels, keep the University community informed of progress and seek input, as necessary and useful.

MSCHE 2020 Team Coordinators

The President appointed the Team Coordinators in Summer 2017, based on expertise, experience, and commitment to engaging the NJCU community in the process. The coordinators are:
- Tracy Amerman; Professor, Educational Technology & Past Chair of Special Education.
- Sue Gerber; Associate Vice President, Institutional Effectiveness & MSCHE Accreditation Liaison Officer.
- Fran Moran; Professor and Chair, Political Science & Past Interim Dean of the College of Arts and Sciences.

In addition to the general charge, the Team Coordinators are responsible for combining the working group reports into a cohesive document with one voice and ensuring the Board of Trustees, the President, and her Leadership Team are consulted and updated, as appropriate.

Steering Committee
The Steering Committee is comprised of:
- Team Coordinators
- President of the University Senate
- Co-chairs of the seven Working Groups

Each Working Group is co-chaired by a faculty member and an administrator. The co-chairs were selected from among the pool of volunteers, and were chosen based on experience and background, with an effort made to achieve diversity/balance in characteristics such as length of service, gender, race/ethnicity, and division. The Steering Committee roster is contained in Table 3.

Table 3: Steering Committee Members

Standard	Name	Role at the University
I. Mission/Goals	Jodi Bailey	Interim Associate Vice President, Student Affairs
I. Mission/Goals	Beimnet Teclezghi	Professor & Chair, Mathematics
II. Ethics/Integrity	Michelle Rosen	Associate Professor, Literacy Education
II. Ethics, Integrity	Lourdes Sutton	Associate Dean, College of Education
III. Design Learning Exp.	Nurdan Aydin	Interim Assistant Provost
III. Design Learning Exp.	EunSu Lee	Assistant Professor, Management
IV. Support Student Exp.	John Melendez	Professor, Educational Leadership
IV. Support Student Exp.	Ben Rohdin	Associate Vice President, Enrollment Management
V. Assessment	Denise Branchizio	Assistant Professor, Nursing
V. Assessment	Cheryl Swider	Assistant Dean, Student Learning Assessment
VI. Planning/Resources	Jeff Brunetto	Director, Student Accounts
VI. Planning/Resources	John Grew	Professor & Chair, Biology
VII. Governance	Will De Veyga	Chief of Staff to the President
VII. Governance	Joseph Moskowitz	Professor, Political Science
None	Chris Shamburg	President, University Senate
None	Tracy Amerman	Professor, Educational Technology
None	Sue Gerber	Associate Vice President, Institutional Effectiveness
None	Fran Moran	Professor, Political Science

Working Groups
All individuals who volunteered were assigned to a Working Group, with an effort to establish balance within the Groups. The members are listed below. Co-chairs are listed first and remaining individuals are listed alphabetically.

Standard I: Mission and Goals
- Jodi Bailey   Interim Associate Vice President Student Affairs
- Beimnet Teclezghi   Professor and Chair, Mathematics

- Kathy Dilks   Alumna
- Venessa Garcia   Assistant Professor, Criminal Justice
- Tracy Matos   Gothic Card Coordinator
- Bill Montgomery   Professor, Earth and Environmental Science
- Debra Scardaville   Professor, Nursing

- Fred Smith — Director, Libraries
- Matt Sutton — Tutoring Coordinator, Opportunity Scholars Program (EOF)

Standard II: Ethics and Integrity
- Michelle Rosen — Associate Professor, Literacy Education
- Lourdes Sutton — Associate Dean, College of Education

- Meriem Bendaoud — Assistant Professor, Biology
- Queen Gibson — Advisor/Transfer Specialist, School of Business
- Rick Mayell — Assistant Professor, Finance
- Virginia Melendez — Executive Coordinator to the President
- Scott O'Connor — Assistant Professor, Philosophy
- Tatiana Reyes — Professional Services Specialist, College of Education
- Matthew Stieglitz — Labor Relations Associate & Interim Assistant University Counsel
- Laura Wadenpfuhl — Associate Professor, English

Standard III: Design and Delivery of the Student Learning Experience
- Nurdan Aydin — Interim Assistant Provost
- EunSu Lee — Assistant Professor, Management

- Joshua Fausty — Professor, English and Director, General Education
- Scott Fisher — Assistant Professor, Security Studies
- Alina Gharabegian — Associate Professor, English
- Amit Mokashi — Assistant Professor, Management
- Doris Nicholson — Alumna

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, Provost Office
- John Blicharz — Director, Hub Tutoring
- Sheyla Felizano — Student, 2018 Freshman Class President
- Abisola Galllagher-Hobson — Director, Counseling and Wellness
- Dennis Lin — Assistant Professor, Counseling
- Sabrina Magliulo — Associate Director, Opportunity Scholarship Program
- Anna Scanniello — Administrative Assistant, Fire Science
- Camille Tyler — Alumna

Standard V: Educational Effectiveness Assessment
- Denise Branchizio — Assistant Professor, Nursing
- Cheryl Swider — Assistant Dean, Student Learning Assessment Coordination

- Vaibhavee Agaskar — Assistant Professor, Counseling
- Janice Alvarez — Alumna

- 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
- Jeff Brunetto   Director, Student Accounts
- John Grew   Professor and Chair, Biology

- Bumjung Kim   Assistant Professor, Chemistry
- Debra McClary   Assistant to the Dean, School of Business
- Denise Nash   Assistant Professor, Nursing
- Wanda Rutledge   Associate Professor, Management
- Denise Serpico   Assistant to the Dean, School of Professional Studies
- Rosemary Taveres   Controller
- Zhimin Wang   Associate Professor, Finance

Standard VII: Governance, Leadership, and Administration
- Guillermo De Veyga   Chief of Staff, President
- Joseph Moskowitz   Professor, Political Science

- Reed Carroll   Associate Professor, Biology
- Helen Castillo-Bongon   Program Assistant, Mathematics
- Mary Fortier   Associate Professor, Nursing
- Hanae Haouari   Assistant Professor, Chemistry
- Keion Jackson   Student Member of Student Government Organization
- Jason Kroll   Vice President and Chief Strategy Officer
- Farah Pelissier   Counselor, Opportunity Scholars Program (EOF)
- Donna Piscopo   Administrative Assistant, University Senate

Institutional Priorities Addressed by Working Groups

The mapping of the priorities to Standards (and thus to Working Groups) is discussed in the *Alignment of Priorities with University Goals and MSCHE Standards* section of this document.

Guiding Questions and Lines of Inquiry

The Working Groups will be aided in their efforts by guiding questions, many of which are related to the Self-Study outcomes and the institutional priorities. The guiding questions and lines of inquiry for each Working Group are described in this section.

Standard I: Mission and Goals

Guiding Questions
- How has the Standard I Working Group ensured transparency and engagement of the community in its work?
- How does NJCU meet the requirements of Standard I?

- How can NJCU ensure continuous improvement going forward with respect to the requirements of Standard I?
- How can suggestions related to Standard I be used in future strategic planning?
- How do NJCU's strategies and activities regarding Student Success relate to the requirements of Standard I?
- How do NJCU's strategies and activities regarding Campus Climate relate to the requirements of Standard I?
- How could changes in state and federal support for students and institutions impact the manner in which NJCU seeks to fulfill mission?

Lines of Inquiry

The primary documents of reference for the Mission and Goals Working Group are the University Mission and the Strategic Plan. The Group will also examine the way in which the mission and goals are evident in practices and programs throughout the University. In addition to document review, the Working Group anticipates gathering information from a cross-section of the campus through methods such as discussions, focus groups, and/or surveys. Offices that will be consulted include Institutional Effectiveness, President, Provost, and Student Affairs & Enrollment Management.

Standard II: Ethics and Integrity

Guiding Questions
- How has the Standard II Working Group ensured transparency and engagement of the community in its work?
- How does NJCU meet the requirements of Standard II?
- How can NJCU ensure continuous improvement going forward with respect to the requirements of Standard II?
- How can suggestions related to Standard II be used in future strategic planning?
- How do NJCU's strategies and activities regarding Campus Climate relate to the requirements of Standard II?
- How could cultural trends regarding diversity, equity, and ethical behavior impact NJCU's approach to meeting the requirements of Standard II?

Lines of Inquiry

The Ethics and Integrity Working Group will utilize university-wide policy documents. In addition to document-review, the Group will examine the manner in which the policies are enacted. This may involve review of additional information (e.g., results of academic grievances), interviews/discussions with individuals or groups, consultation with offices regarding procedures, analysis of perception surveys, and the like. Group II will consult with several offices, including Equal Employment Opportunity/Affirmative Action/Diversity, Human Resources, Information Technology, Internal Audit, Institutional Effectiveness, Legal, Provost, and Registrar.

Standard III: Design and Delivery of the Student Learning Experience

Guiding Questions
- How has the Standard III Working Group ensured transparency and engagement of the community in its work?

- How does NJCU meet the requirements of Standard III?
- How can NJCU ensure continuous improvement going forward with respect to the requirements of Standard III?
- How can suggestions related to Standard III be used in future strategic planning?
- How do NJCU's strategies and activities regarding Student Success relate to the requirements of Standard III?
- How could the planned growth in degree programs and the expansion of academic offerings at the Monmouth location impact NJCU's approach to meeting the requirements of Standard III?

Lines of Inquiry

Working Group III will reference program and curriculum documents and faculty-related policies. In addition to document-review, Group III will collect and analyze information regarding faculty and program characteristics, and student perceptions. Offices/groups that will be consulted most include Admissions, offices of the Dean/individual academic departments, Institutional Effectiveness, Provost, and University Senate.

Standard IV: Support of the Student Experience

Guiding Questions

- How has the Standard IV Working Group ensured transparency and engagement of the community in its work?
- How does NJCU meet the requirements of Standard IV?
- How can NJCU ensure continuous improvement going forward with respect to the requirements of Standard IV?
- How can suggestions related to Standard IV be used in future strategic planning?
- How do NJCU's strategies and activities regarding Student Success relate to the requirements of Standard IV?
- How could changing sociocultural demographics of college students impact NJCU's approach to meeting the requirements of Standard IV?

Lines of Inquiry

Working Group IV will utilize information on student-related policies and services provided to students. It will also examine perceptions and impacts of these policies/services. Perspectives of faculty, staff, and students and alumni will be considered. The majority of the offices relevant to the Standard IV Working Group are in the Student Affairs & Enrollment Management division (e.g., Admissions, Campus Life, Counseling Center, Dean of Students, Financial Aid, Hub Tutoring, Outreach and Retention, Registrar, TRiO Learning Community, Transfer Resource Center, Wellness Center, Women's Center). Additionally, student support offices in Academic Affairs and Athletics, and the Office for Institutional Effectiveness will be consulted as appropriate.

Standard V: Educational Effectiveness Assessment

Guiding Questions

- How has the Standard V Working Group ensured transparency and engagement of the community in its work?
- How does NJCU meet the requirements of Standard V?

- How can NJCU ensure continuous improvement going forward with respect to the requirements of Standard V?
- How can suggestions related to Standard V be used in future strategic planning?
- How do NJCU's strategies and activities regarding Student Success relate to the requirements of Standard V?
- How has NJCU continued the progress and plans outlined in the 2017 Monitoring Report regarding the requirements of Standard V?

Lines of Inquiry

Working Group V will examine documentation on assessment guidelines, practices, and outcomes. As necessary, Group V will also gather feedback from faculty, staff, students, and alumni. Analyses will be at both the individual and aggregate level, the latter to gain a University-wide perspective on the state of assessment at NJCU. Group V will consult with University-, College-, Department-, and Program-level assessment committees, Institutional Effectiveness, and Provost.

Standard VI: Planning, Resources, and Institutional Improvement

Guiding Questions

- How has the Standard VI Working Group ensured transparency and engagement of the community in its work?
- How does NJCU meet the requirements of Standard VI?
- How can NJCU ensure continuous improvement going forward with respect to the requirements of Standard VI?
- How can suggestions related to Standard VI be used in future strategic planning?
- How do NJCU's strategies and activities regarding Campus Climate relate to the requirements of Standard VI?
- How could changes in state and federal support for students and institutions impact NJCU's approach to meeting the requirements of Standard VI?
- How could planned real estate projects on the West Campus and in Monmouth impact NJCU's approach to meeting the requirements of Standard VI?

Lines of Inquiry

Working Group VI will gather university- and unit-level planning and organizational documents, as well as financial statements and related documents. Analyses will examine the plans, their implementation, and related outcomes. Offices consulted will include the Controller's Office, divisional offices of the vice presidents, Facilities, Finance, Institutional Effectiveness, and the President.

Standard VII: Governance, Leadership, and Administration

Guiding Questions

- How has the Standard VII Working Group ensured transparency and engagement of the community in its work?
- How does NJCU meet the requirements of Standard VII?
- How can NJCU ensure continuous improvement going forward with respect to the requirements of Standard VII?
- How can suggestions related to Standard VII be used in future strategic planning?

- How do NJCU's strategies and activities regarding Campus Climate relate to the requirements of Standard VII?
- How have recent organizational changes enhanced NJCU's approach to meeting the requirements of Standard VII?

Lines of Inquiry

Working Group VII will gather documents related to governance structures and practices such as bylaws, contracts, statutes, and policies. The Group will also examine information related to implementation and communication of policies/practices. Offices consulted will include: Divisional offices of the vice presidents, Human Resources, Legal, President, and University Senate.

Assessment Information and Collaboration

Collaboration is key to an effective self-study process. There will be natural collaborations based on the nature of the standards. For instance, given that curriculum and assessment are intimately linked, Working Group III will collaborate closely with Working Group V. Similarly, Groups III and IV will work together on overlapping aspects of het student experience. Collaboration of this nature will be facilitated by the Working Group co-chairs and discussed at Steering Committee meetings to ensure alignment of work processes and products.

In addition, the self-study process seeks to reduce redundancy and increase efficiency through collaboration. This will be managed in part through the population of the Evidence Inventory (see the *Evidence Inventory* section of this document for additional information). For the initial phase of the Self-Study, the Steering Committee modified the Evidence Inventory template to include three additional columns (see below): (a) an annotation describing how the evidence item relates to the criterion, (b) a description of relationship to the Student Success priority (if applicable), and (c) a description of relationship to the Campus Climate priority (if applicable). These additional columns will allow the Evidence Inventory to serve as a tool for communication and collaboration.

Evidence item	Annotation	If applicable, relationship to	
		Student Success	Campus Climate

Assessment is the final criterion for each of the MSCHE Standards. Evidence information related to these criteria will be gathered as part of the process of populating the Evidence Inventory (discussed more thoroughly in the *Evidence Inventory* section of this document). Locating the relevant evidence will be facilitated in part by the modified Evidence Inventory template. That is, evidence of compliance in activities for one standard may also be useful for assessment by another standard. For instance, the annual assessments conducted by administrative units are relevant to criterion 1 of Standard VI, Planning, Resources, and Institutional Improvement. In addition, the findings and implications of the analysis of student judicial processes conducted by the Dean of Students area as part of its annual assessment are relevant for periodic assessment of practices in Ethics and Integrity (Standard II, criterion 9).

Guidelines for Reporting

In order to guide the efforts of the Working Groups, a timeline and reporting guide were developed. The timeline for submission of drafts is detailed in the *Self-Study Timetable* section of this document. In brief, Working Group component drafts are due October 2018, December 2018, and February 2019. The first working draft of the Self-Study will be shared with the NJCU community and Board of Trustees at the end of February 2019.

Working Groups will submit drafts of between 5 and 7 pages (with a maximum of 10 pages). The drafts will include the following sections/elements:
- Verbatim restatement of the standard
- Executive summary of the key findings from analyses and of suggestions for improvement as a result of analyses
- Description of the Group's work process
- Description of the evidence used and of the analysis conducted to support the assertion that NJCU meets the standard
- Description (as a separate section) of the evidence and analysis related to assessment (the last criterion of each standard)
- Discussion of relationship of evidence to priorities, as relevant
- Concluding summary of key findings, suggestions for improvement, and relationship to priority or priorities

Word processing and stylistic guidelines include:
- Avoid technical jargon
- Ensure all assertions are justified by factual evidence
- When using acronyms and technical terms, include a glossary section

- Utilize Microsoft Word, .doc or .docx
- Spacing: Single space, before: 0 pt., after: 0 pt.
- Margins: 1" top, right, bottom and left
- Font: Calibri, 11 point
- Page numbers: bottom, center, Calibri, 11 point
- Heading 1: Calibri Light (Heading), 13.5, bold, left justified, black
- Heading 2: Calibri body, 12, bold, left justified, black
- Heading 3: Calibri body, 11, underlined, left justified, black
- Heading 4: Calibri body, 11, italicized, left justified, grey (R= 89, G=89, B=89)
- Filename: WG1_06302018.docx or WG1_06302018.doc. Where WG stands for Working Group; the number is number of working group, in Arabic number format; underscore used to separate group and date; the date in month, day, and year format MMDDYYYY

Organization of Final Self-Study Report

The final Self-Study document will build from the submissions by the Working Groups. The document will be organized as follows:

- Executive Summary, highlighting the major findings and recommendations of the Self-Study
- Institutional Context, providing an overview of the University and the Self-Study process
- Analyses for each Standard, including

- - Executive summary of the section including key findings and suggestions for improvement
  - Discussion of the process undertaken and data reviewed
  - Analyses of findings, including strengths and challenges as related to specific criteria and/or the entire Standard, and (as relevant), Institutional Priorities
  - Analyses of findings, including strengths and challenges as related to Institutional Priorities (as appropriate)
  - Summary of relationships to other Standards/elements of Self-Study document (as appropriate)
  - Conclusions and suggestions/recommendations for continuous improvement
- Conclusion, providing a high-level synthesis of the major findings and paths for continuous improvement

Verification of Compliance Strategy

The timeline for work on the verification of compliance with accreditation-relevant federal regulations is outlined in the *Self-Study Timetable* section. The work will be facilitated by the MSCHE 2020 Team Coordinators and Working Group II. Administrators serving on the Steering Committee will facilitate for specific areas. The information is summarized in Table 4, and detailed in the subsequent text.

Table 4: Steering Committee Facilitator(s) by Compliance Area

Area	Responsible Area	Steering Committee Facilitator(s)
Student Identity Verification	Online Learning	Interim Assistant Provost, N. Aydin
Transfer Credit	Enrollment Management, Provost	Interim Assistant Provost, N. Aydin Associate Vice President, Enrollment Management, B. Rohdin
Title IV Responsibilities	Financial Aid	Associate Vice President, Enrollment Management, B. Rohdin
Institutional Record of Student Complaints	Standard II Working Group	Associate Professor, Literacy Education, M. Rosen Associate Dean, College of Education, L. Sutton
Required Information	Institutional Effectiveness	Associate Vice President, Institutional Effectiveness, S. Gerber
Standing with Agencies	Provost, Institutional Effectiveness	Interim Assistant Provost, N. Aydin Associate Vice President, Institutional Effectiveness, S. Gerber
Contractual Relationships	Not applicable	Not applicable
Credit Hours	Provost	Interim Assistant Provost, N. Aydin

Student Identity Verification in Distance Education

Documentation of compliance with this regulation will be coordinated by the Office for Online Learning, which reports to the Provost Office. The University utilizes Blackboard for online courses and regulates access by utilizing University IDs and passwords. The University has policies related to FERPA and password resetting.

Nurdan Aydin, Interim Assistant Provost and co-chair of the Standard III Working Group, will facilitate work related to this regulation.

Transfer of Credit Policies and Articulation Agreements

Documentation of compliance with this regulation will be coordinated by Enrollment Management and the Provost Office. Transfer policies conform to Federal requirements and the Statewide Transfer Agreement. Several offices are involved in the implementation and communication of policies and agreements, including Admissions and the Transfer Resource Center (reporting to Enrollment Management), the University Advisement Center (reporting to the Provost Office), the Registrar (reporting to Enrollment Management), and the NJCU Catalog Team (reporting to the Provost).

Nurdan Aydin, Interim Assistant Provost and co-chair of the Standard III Working Group, and Ben Rohdin, Associate Vice President of Enrollment Management and co-chair of the Standard IV Working Group, will facilitate work related to this regulation.

Title IV Program Responsibilities

Documentation of compliance with this regulation will be coordinated by the Financial Aid Office, which directs all mandated reporting and communications. Financial Aid reports to Enrollment Management.

Ben Rohdin, Associate Vice President of Enrollment Management and co-chair of the Standard IV Working Group, will facilitate work related to this regulation.

Institutional Record of Student Complaints

Documentation of compliance with this regulation will be coordinated by the Standard II Working Group, with assistance from the Dean of Students and the Provost Office. In conjunction with its work on related to Ethics and Integrity, the Standard II Working Group will review the policies and practices related to student complaints.

Michelle Rosen, Associate Professor of Literacy Education and co-chair of the Standard II Working Group, and Lourdes Sutton, Associate Dean of the College of Education and co-chair of the Standard II Working Group, will facilitate work related to this regulation.

Required Information for Students and the Public

Documentation of compliance with this regulation will be coordinated by the Office for Institutional Effectiveness. This Office monitors the webpages with information related to student profile and outcomes, student-parent consumer information, and right-to-know information.

Sue Gerber, Associate Vice President for Institutional Effectiveness and one of the MSCHE 2020 Team Coordinators, will facilitate work related to this regulation.

Standing with State and Other Accrediting Agencies

Documentation of compliance with this regulation will be coordinated by the Provost Office and the Office for Institutional Effectiveness. Both these offices assist with disciplinary accreditation activities.

Nurdan Aydin, Interim Assistant Provost and co-chair of the Standard III Working Group and Sue Gerber, Associate Vice President for Institutional Effectiveness and one of the MSCHE 2020 Team Coordinators, will facilitate work related to this regulation.

<u>Contractual Relationships</u>
This regulation does not apply to NJCU.

<u>Assignment of Credit Hours</u>
Documentation of compliance with this regulation will be coordinated by the Provost Office. In the 2015 PRR submission, NJCU reported on a university-wide review of assignment or credit hours and detailed a plan to integrate ongoing assessment of credit hours practices in program review. That program review process has commenced. It is coordinated by Deans and overseen by the Office of the Provost.

Nurdan Aydin, Interim Assistant Provost and co-chair of the Standard III Working Group, will facilitate work related to this regulation.

Evidence Inventory (aka Documentation Roadmap)

As described in previous sections of the document, the Evidence Inventory will be populated by the Working Groups. The template has been modified to include explicit information on how the evidence item relates to the associated criterion, and how the evidence relates to the priorities (if appropriate). As such, it is also a communication tool within and across Working Groups, and for the entire University community.

Procedurally, Working Group members are locating artifacts of potential relevance and linking to/uploading them into the appropriate work spaces in the University's Learning Management System, Blackboard. All Team members have access to this information and can review applicability.

An initial draft has been developed (see Appendix), and beginning in July 2018, the Steering Committee will commence a gap analysis to review, revise, and refine the document. In addition to providing general assistance, the three Team Coordinators will assist with the "assessment criterion" of each standard.

Self-Study Timetable

NJCU requests a **Spring 2020** Evaluation Team site visit. The tentative preparation timeline is provided in Table 5.

Table 5: Tentative Self-Study Preparation Timeline

Month and Year	Activity or Milestone
September 2017	• President announces MSCHE 2020 Team Coordinators and issues call for volunteers, September 28 ✓
October 2017	• Team Coordinators conduct open meetings, October 11 and October 18 ✓
November 2017	• Team Coordinators attend Self-Study Institute, November 6-8 ✓
December 2017	• Finalize team memberships and assignments ✓ • Launch priorities survey ✓
January 2018	• Analyze survey results and begin to establish priorities ✓ • Hold initial Steering Committee meeting, January 19 ✓ • Hold Working Group kickoff meeting, January 26 ✓ • Commence work on Self-Study Proposal (Design Document) ✓

Month and Year	Activity or Milestone
	• Commence work on Evidence Inventory ✓
February 2018	• Working Groups provide Team Coordinators information for Self-Study Proposal, February 16 ✓ • Update University community on progress, February 14 ✓ • Update Board of Trustees on progress, February 26 ✓
March 2018	• Continue developing proposal ✓
April 2018	• Send Self-Study Proposal draft to MSCHE ✓ • Hold Steering Committee Meeting, April 20 and individual Working Group meetings, as necessary ✓ • Update community and Board of Trustees on progress ✓
May 2018	• MSCHE visits to discuss Self-Study Proposal, May 9 ✓ • Revise Self-Study Proposal based on MSCHE feedback ✓ • Hold Steering Committee Meetings (May 17, May 31) and individual Working Group meetings, as necessary ✓
June 2018	• Update Board of Trustees on progress ✓ • Revise Self-Study Proposal based on MSCHE feedback
July 2018	• Update community on progress • Review and refine Evidence Inventory
August 2018	• Review and refine Evidence Inventory • Revise Self-Study Proposal based on MSCHE feedback, as needed • MSCHE approves Self-Study Proposal
September 2018	• Hold Steering Committee, Working Group and Team meetings • Engage campus via Working Group communications and activities • Update community and Board of Trustees on progress
October 2018	• Working Groups submit drafts to Steering Committee • Hold Steering Committee and Working Group meetings • Senate provides update on progress
November 2018	• Steering Committee provides feedback to Working Groups • Hold open meeting to discuss progress
December 2018	• Engage campus via Working Group communications and activities • Working Groups submit drafts to Steering Committee • Hold Steering Committee meeting • Update community and Board of Trustees on progress
January 2019	• Steering Committee provides feedback to Working Groups • Review information on MSCHE's proposed Evaluation Team composition; President submits comments to MSCHE • MSCHE finalizes Evaluation Team Chair appointment • Send Self-Study Proposal document to Evaluation Team Chair
February 2019	• Engage campus via Working Group communications and activities • Working groups provide final drafts • Hold Steering Committee meeting, as necessary • Share draft of Self-Study with NJCU community and Board of Trustees with request for feedback
March 2019	• Hold open meeting

Month and Year	Activity or Milestone
	• Revise Self-Study, as needed
April 2019	• Send second draft of Self-Study to community and Board of Trustees
	• Senate provides update on progress
	• Hold Team Meetings as necessary
May 2019	• Revise Self-Study, as necessary
	• Update community on progress
June 2019	• Commence work on Compliance Report
	• Update Board of Trustees on progress
July 2019	• Continue work on Compliance Report
	• Revise Self-Study, as necessary
August 2019	• Continue work on Compliance Report
	• Revise Self-Study, as necessary
September 2019	• Share draft of Self-Study with community and Board of Trustees
	• Provide Evaluation Team Chair draft of Self-Study (two weeks prior to visit)
	• Hold Team Meetings as necessary
	• Update community and Board of Trustees on progress
	• Continue work on Compliance Report
October 2019	• Hold Team Meetings as necessary
	• Engage campus via Working Group communications and activities
	• Evaluation Team Chair visits
	• Continue work on Compliance Report
November 2019	• Revise Self-Study based on feedback from Team Chair
	• Hold Team Meetings as necessary
	• Continue work on Compliance Report
	• Engage campus via Working Group communications and activities
December 2019	• Submit Compliance Report
	• Update community and Board of Trustees on progress
	• Continue revisions to Self-Study, as necessary
January 2020	• Finalize and share Self-Study
	• Begin campus-wide preparations for Evaluation Team visit
February 2020	• Send Self-Study to MSCHE (six weeks before visit)
	• Update Board of Trustees on progress
March 2020	• As necessary, provide additional information to the Evaluation Team
	• Continue preparations for Evaluation Team visit
April 2020	• Evaluation Team conducts visit and files its report
	• Update community and Board of Trustees
	• Submit Institutional Response
June 2020 – November 2020	• Commission takes action (June or November meeting)
	• Update community Board of Trustees

Communications Plan

Transparency and engagement are critical to the success of the Self-Study process, and will be facilitated through regular communication.   The primary audiences for the communication are: Current students,

faculty, and staff; the Board of Trustees; and friends of the University such as alumni, and members of disciplinary/departmental boards. The final external audience is the Middle States Commission.

Communication will be both formal and informal. Multiple methods will be employed including discussion at meetings, email, print, and web. Several channels/venues will be utilized, including:
- University-wide meetings such Town Halls and convocation
- Senate meetings
- Board of Trustee meetings
- President's weekly meeting with Senior Leadership Team
- Cabinet meetings
- Divisional Leadership meetings
- Student Government Organization meetings
- Postings on the MSCHE 2020 webpage
- President's Newsletter
- Campus meetings and communications by Working Groups
- Open meetings by Coordinators and the Steering Committee

The timing of communications will be fluid, based in part on need. The Board of Trustees' meeting schedule provides an initial timeline. The tentative dates for communication are included in the *Self-Study Timetable* section of this report. For ease for readers, the communication-related items are excerpted and presented in Table 6.

Table 6: Communication-Related Components of Tentative Self-Study Preparation Timeline

Month and Year	Activity or Milestone
September 2017	• President announces MSCHE 2020 Team Coordinators and issues call for volunteers, September 28 ✓
October 2017	• Team Coordinators conduct open meetings, October 11 and October 18 ✓
February 2018	• Update University community on progress, February 14 ✓ • Update Board of Trustees on progress, February 26 ✓
April 2018	• Update community and Board of Trustees on progress ✓
May 2018	• MSCHE visits to discuss Self-Study Proposal, May 9 ✓
June 2018	• Update Board of Trustees on progress ✓
July 2018	• Update community on progress
September 2018	• Engage campus via Working Group communications and activities • Update community and Board of Trustees on progress
October 2018	• Working Groups submit drafts to Steering Committee • Hold Steering Committee and Working Group meetings • Senate provides update on progress
November 2018	• Steering Committee provides feedback to Working Groups • Hold open meeting to discuss progress
December 2018	• Engage campus via Working Group communications and activities • Working Groups submit drafts to Steering Committee • Hold Steering Committee meeting • Update community and Board of Trustees on progress

Month and Year	Activity or Milestone
January 2019	• Steering Committee provides feedback to Working Groups • Review information on MSCHE's proposed Evaluation Team composition; President submits comments to MSCHE • MSCHE finalizes Evaluation Team Chair appointment • Send Self-Study Proposal document to Evaluation Team Chair
February 2019	• Engage campus via Working Group communications and activities • Working groups provide final drafts • Hold Steering Committee meeting, as necessary • Share draft of Self-Study with NJCU community and Board of Trustees with request for feedback
March 2019	• Hold open meeting
April 2019	• Send second draft of Self-Study to community and Board of Trustees • Senate provides update on progress
May 2019	• Update community on progress
June 2019	• Update Board of Trustees on progress
September 2019	• Share draft of Self-Study with community and Board of Trustees • Update community and Board of Trustees on progress
October 2019	• Engage campus via Working Group communications and activities
November 2019	• Engage campus via Working Group communications and activities
December 2019	• Update community and Board of Trustees on progress
January 2020	• Begin campus-wide preparations for Evaluation Team visit
February 2020	• Update Board of Trustees on progress
March 2020	• Continue preparations for Evaluation Team visit
April 2020	• Update community and Board of Trustees
June 2020 – November 2020	• Commission takes action (June or November meeting) • Update community Board of Trustees

Evaluation Team Profile

Individuals with the following expertise and background would be well-suited to serve on the MSCHE Evaluation Team for NJCU:

- Experience with public, urban, Minority-Serving Institutions
- Experience with institutions serving first generation and economically disadvantaged students
- Experience with institutions with a primarily commuter population
- Experience with institutions with high undergraduate enrollment in: Biology, Business, Criminal Justice, Psychology and high graduate enrollment in Education
- Experience with unionized environments

NJCU's peer and aspirational institutions in the MSCHE region include:

- CUNY Brooklyn College
- CUNY City College
- CUNY Hunter College
- CUNY Lehman College
- CUNY Queens College
- Ramapo College

- Rutgers University – Camden
- Rutgers University – Newark
- Salisbury University
- Stockton University
- SUNY Buffalo State
- The College of New Jersey
- Towson University
- University Puerto Rico - Mayaguez

Some institutions in and around New Jersey that present potential conflict of interest are:
- East Stroudsburg University
- Indiana University of Pennsylvania
- Kean University
- Montclair State University
- William Paterson University

Requirements of Affiliation

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

To be completed in conjunction with Standard II

Ethics and Integrity

Requirement of Affiliation	Documentation
1. The institution is authorized or licensed to operate as a postsecondary educational institution and to award postsecondary degrees; it provides written documentation demonstrating both. Authorization or licensure is from an appropriate governmental organization or agency within the Middle States region (Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands), as well as by other agencies as required by each of the jurisdictions, regions, or countries in which the institution operates.	Authorization certificate
2. The institution is operational, with students actively pursuing its degree programs.	Authorization certificate
3. For institutions pursuing Candidacy or Initial Accreditation, the institution will graduate at least one class before the evaluation team visit for initial accreditation takes place (Step 7 of the initial accreditation process), unless the institution can demonstrate to the satisfaction of the Commission that the lack of graduates does not compromise its ability to demonstrate appropriate learning outcomes.	Not applicable
4. The institution's representatives communicate with the Commission in English, both orally and in writing.	The University communicates with the Commission in English, as is evidenced by previous and current report submissions, emails and phone calls.
5. The institution complies with all applicable government (usually Federal and state) policies, regulations, and requirements.	*Addressed in conjunction with compliance work*
6. The institution complies with applicable Commission, interregional, and inter-institutional policies. These policies can be viewed on the Commission website, www.msche.org.	*Addressed in conjunction with compliance work*
7. The institution has a statement of mission and goals, approved by its governing body that defines its purpose	*Addressed in conjunction with Standard I* NJCU Mission statement posted on the website: Mission

within the context of higher education.	NJCU Strategic Plan: NJCU Strategic Plan [PDF]
8. The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.	*Addressed in conjunction with Standard III, Standard IV, Standard V, Standard VI* Profiles and Outcomes Webpage
9. The institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality.	*Addressed in conjunction with Standard III, Standard V* Academic program outcomes; Assessment results
10. Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.	*Addressed in conjunction with Standard I, Standard III, Standard IV, Standard V, Standard VI* Strategic plan; Divisional plans; Academic and administrative goals; Academic program assessment results; Institutional assessment results
11. The institution has documented financial resources, funding base, and plans for financial development, including those from any related entities (including without limitation systems, religious sponsorship, and corporate ownership) adequate to support its educational purposes and programs and to ensure financial stability. The institution demonstrates a record of responsible fiscal management, has a prepared budget for the current year, and undergoes an external financial audit on an annual basis.	*Addressed in conjunction with Standard VI* Audit statements; Budget review taskforce; Financial planning process document
12. The institution fully discloses its legally constituted governance structure(s) including any related entities (including without limitation systems, religious sponsorship, and corporate ownership). The institution's governing body is responsible for the quality and integrity of the institution and for ensuring that the institution's mission is being carried out.	*Addressed in conjunction with Standard VII* Board of Trustees bylaws
13. A majority of the institution's governing body's members have no	*Addressed in conjunction with Standard VII*

employment, family, ownership, or other personal financial interest in the institution. The governing body adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. The institution's district/system or other chief executive officer shall not serve as the chair of the governing body.	Board of Trustees members; Conflict of interest policy
14. The institution and its governing body/bodies will make freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations. The governing body/bodies ensure that the institution describes itself in comparable and consistent terms to all of its accrediting and regulatory agencies, communicates any changes in accredited status, and agrees to disclose information (including levels of governing body compensation, if any) required by the Commission to carry out its accrediting responsibilities.	*Addressed in conjunction with compliance work* Reports to Commission
15. The institution has a core of faculty (full-time or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs.	*Addressed in conjunction with Standard III* Faculty profile; student-to-faculty ratio

Evidence Inventory

Documents, Processes, and Procedures

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

STANDARD I: Mission and Goals

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

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

1.Clearly defined mission and goals that:

   a. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement;

   b. address external as well as internal contexts and constituencies;

   c. are approved and supported by the governing body;

   d. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curriculum development, and the definition of institutional and educational outcomes;

   e. include support of scholarly inquiry and creative activity, at all levels and of the type appropriate to the institution;

   f. are publicized and widely known by the institution's internal stakeholders;

   g. are periodically evaluated.

2. Institutional goals are realistic, appropriate to higher education and consistent with mission.

3. Institutional goals focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission.

4. Periodic assessment of mission and goals to ensure that they are relevant and achievable.

Complete the following table:

Criterion	Evidence item	Annotation	If applicable, relationship to	
			Student Success	Campus Climate
1	Mission and vision Strategic Plan [PDF]	Outlines strategy to operationalize mission	Holistic alignment	Holistic alignment
1	NJ Licensure Rules [PDF]	Lists NJ requirements for licensure to offer academic		

Criterion	Evidence item	Annotation	If applicable, relationship to	
			Student Success	Campus Climate
		programs, including need for a mission statement. Also regulates activities that exceed mission		
1	Strategic plan development process: Meeting minutes [PDF], website (archive) [PDF], campus presentations [PDF]	Outlines inclusive, participatory development process for existing strategic plan		Transparency, communication; Inclusion; Collaboration, accountability
1	Office of Management and Budget submissions	Shows annual reporting to state of large-scale budget priorities, demonstrating alignment with strategic plans		
1	Strategic plan website, town halls, departmental missions/goals	Demonstrates that goals are publicized and cascaded to units		Transparency, communication
1	Approval procedures for academic degree programs [PDF]	Guides faculty in the development of programs, including need to tie to mission and goals	Rigorous programs; Disciplinary competency	
1	Board approval of extension of strategic plan	Demonstrates Board role in approval of goals		
1	Institutional Effectiveness Progress Card [PDF]	Lists key university metrics related to the strategic plan, evaluated longitudinally		
1	Annual assessment in administrative units	Indicates unit goals are tied to strategic plan; assessment provides insight into attainment of University Goals		Transparency, communication; Collaboration, accountability
2	Mission and vision Strategic Plan [PDF]	Displays relationship between goals and mission	Holistic alignment	Holistic alignment
2	NJ Licensure Rules [PDF]	Lists NJ requirements for licensure to offer academic programs, including need for a mission statement. Also regulates activities that exceed mission		
2	Strategic plan development process: Meeting minutes [PDF], website (archive) [PDF], campus presentations [PDF]	Outlines development of strategic plan goals including alignment with mission and discussion of attainability		Transparency, communication; Inclusion; Collaboration, accountability

Criterion	Evidence item	Annotation	If applicable, relationship to	
			Student Success	Campus Climate
3	Mission and vision Strategic Plan [PDF]	Shows focus of mission and goals on student learning and mission consistency	Holistic alignment	Holistic alignment
3	Tutoring HUB University Advisement Center Student Outreach and Retention Office *See also Standard IV*	Provides a compilation of academic and support services related to achievement of strategic plan goals	Support services	
3	General education (revision), Quantitative Literacy across the Curriculum, Communication across the Curriculum [PDF], academic program review *See also Standard III*	Describes academic initiatives/program developed as strategies related to achieving the strategic plan goals	Gen ed competencies; Accomplished faculty; Rigorous programs	
4	Institutional Effectiveness Progress Card [PDF]	Lists key metrics related to strategic plan goals and objectives. Longitudinal information		
4	2017 review of strategic plan accomplishments	Reviews accomplishments and remaining opportunities regarding strategic plan goals		Transparency, communication; Collaboration, accountability
4	Design document for MSCHE 2020 Self-Study (ie, this document)	Establishes the plan to utilize Self-Study as a means of reviewing and forwarding work on the strategic plan		Transparency, communication; Inclusion; Collaboration, accountability
4	Substantive change requests: DSc Security Studies part 1, part 2, part 3, part 4, part 5 [PDF], EdD Educational Technology part 1, part 2, part 3, part 4 [PDF], additional location School of Business [PDF], additional location Monmouth County [PDF]	Demonstrates consideration of mission and goals in the context of substantial changes to the University	Rigorous programs; Accomplished faculty	
4	2017 Monitoring Report [PDF]	Provides aggregate analysis of institutional assessment processes and results as related to attainment of strategic goals		Collaboration, accountability

STANDARD II: Ethics and Integrity

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

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

1.Commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights.

2.A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives.

3.A grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably.

4.The avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents.

5.Fair and impartial practices in the hiring, evaluation, promotion, discipline and separation of employees.

6.Honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications.

7.As appropriate to mission, services or programs in place:

   a.   to promote affordability and accessibility, and;

   b.   to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt.

8. Compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding:

   a.   The full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates;

   b.   The institution's compliance with the Commission's Requirements of Affiliation;

   c.   Substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion;

   d.   The institution's compliance with the Commission's policies.

9. Periodic assessment of ethics and integrity as evidenced in institutional policies, processes,

practices, and the manner in which these are implemented.

Complete the following table:

Criterion	Evidence Item	Annotation	If applicable, relationship to	
			Student Success	Campus Climate
1	NJCU student code of conduct [PDF]	Provides guidance for appropriate academic conduct, including freedom of expression and intellectual freedom		Collaboration, accountability; Civility, respect
1	Peer-to-Peer (P2P) Networking Policy [PDF]	Ensures compliance with respect for intellectual property rights		
1	Copyright Policy & Related Guidelines [PDF]	Protects intellectual property		
1	NJCU Website Privacy Policy [PDF]	Protects digital information and discloses the University's online information practices		
1	Senate Faculty and Professional Staff Affairs Committee, pg 8 [PDF]	Outlines role of Senate committee related to academic freedom		Inclusion; Collaboration, accountability
1	Faculty Handbook [PDF]	Enumerates rights and responsibilities of faculty, including academic freedom policy	Accomplished faculty	Employee excellence
1	Academic Integrity Policy [PDF]	Includes academic expectations and University commitment to academic honesty	Progression	Collaboration, accountability
1	Access to student records	Contains FERPA Laws that protect student privacy		
1	Social Media Guidelines [PDF]	Provides guidelines for communication on behalf of the University conducted via social media		Civility, respect; Collaboration, accountability
1	Conscientious Employee Protection Act [PDF]	Protects employees from retaliation		
2	Mission Statement	Emphasizes university commitment to diversity		
2	Admissions materials: General and International	Provides information for prospective students and families that outlines commitment to diversity	Access	

Criterion	Evidence Item	Annotation	If applicable, relationship to	
			Student Success	Campus Climate
2	Center for Teacher Preparation and Partnerships Handbook	Provides information on field placements for teacher candidates majoring in education. Outlines expectations teaching candidates' respect for differences of P-12 learners	Disciplinary competency	Civility, respect
2	Staff Ethnic Diversity Statistics Faculty Ethnic Diversity Statistics President's Diversity Council	Displays longitudinal record of faculty and staff diversity. President's Diversity Council formed to enhance faculty and staff diversity		Belonging
2	Student Ethnicity Diversity Statistics [PDF]	Provides information on student ethnic diversity		Belonging
2	Speicher-Rubin Women's Center for Equity and Diversity	Describes center dedicated to creating a university community that understands and values diversity		Civility, respect; Campus environment; Belonging
2	Student Government Organization (SGO)	Describes SGO social change model of leadership development		Civility, respect; Belonging
2	Campus Life activities	Describes activities and strategies in service of goals related to campus climate		Civility, respect; Belonging
2	Athletics: Equity, Faculty Athletics Representative	Describes athletics practices related to equity and integrity		Civility, respect; Belonging
2	Diversity Office	Describes diversity aspects of the mission of the Equal Employment Opportunity/Affirmative Action/Diversity Office		Civility, respect; Campus environment; Belonging; Collaboration, accountability
3	Academic Grievance/Appeal Procedure	Outlines procedures for students to grieve academic issues	Progression; Graduation	Collaboration, accountability; Civility, respect;
3	Financial Fraud Waste and Abuse [PDF]	Describes policy to protect University community from numerous abuses and/or unethical conduct in a wide variety of areas		Collaboration, accountability; Campus environment
3	EthicsPoint	Provides an anonymous method for faculty and staff		Collaboration, accountability; Campus environment

Criterion	Evidence Item	Annotation	If applicable, relationship to	
			Student Success	Campus Climate
		to report perceived financial misconduct		
3	AFT Grievance Procedures	Describes AFT Faculty Grievance Procedures, Article VII of the AFT contract		Collaboration, accountability; Civility, respect
3	Student Code of Conduct [PDF]	Provides guidance regarding student expectations and behavior.		Civility, respect; Campus environment
3	Title IX Complaint Form [PDF], Title IX Information	Displays complaint form for Title IX Violations and information		Civility, respect; Campus environment
3	Uniform Code of Ethics [PDF] and Supplemental Code of Ethics [PDF]	Describes NJ regulations regarding conflicts of Interest		
3	Anti-Discrimination: Federal Statute, NJ Law, NJCU Policy [PDF]	Describes anti-discrimination policy and law: Equal Employment Opportunity Commission Website, NJ law, NJCU policy		
3	Civil Service	Provides rules that govern civil service employees		
4	Institutional Conflict of Interest Policy [PDF]	Displays policy regarding conflict of interest, in accordance with N.J. Conflicts of Interest Law (N.J.S.A. 52:13D-12 et seq., N.J.A.C. 19:6-1.1 et seq.)		
4	Board Conflict of Interest: Supplemental Code of Ethics [PDF]	Describes Board conflict of interest obligations		
4	Employee Handbook [PDF] Faculty Handbook [PDF]	Delineates employee rights and responsibilities with respect to conflict of interest		Collaboration, accountability; Employee excellence
4	Student Code of Conduct [PDF]	Lists policy on student code of conduct, including information on due process that addresses potential conflict of interest		Civility, respect; Collaboration, accountability
4	Academic Integrity Policy [PDF]	Lists policy on academic integrity, including information on due process		Collaboration, accountability

Criterion	Evidence Item	Annotation	If applicable, relationship to	
			Student Success	Campus Climate
		that addresses potential conflict of interest		
4	Procurement Services Policies & Procedures [PDF]	Delineates policies designed to ensure compliance with applicable procurement regulations		
5	Faculty Handbook [PDF] Faculty Re-Appointment [PDF] Promotion Guidelines [PDF] Senate Constitution [PDF]	Describes reappointment, tenure, and promotion; describes Senate role	Accomplished faculty	Collaboration, accountability; Inclusion; Employee excellence; Transparency, communication
5	Employee Handbook [PDF]	Describes opportunities for advancement, discipline procedures		Collaboration, accountability; Employee excellence; Transparency, communication
5	Course Evaluations	Summarizes standardized, third-party evaluations used as one source of evidence for teaching component of reappointment and promotion.	Accomplished faculty	Employee excellence
5	Tools for Leaders [PDF]	Information for managers regarding best practices in supervision		Employee excellence; Collaboration, accountability
5	Discrimination Policy [PDF] EEOAA Office	Practices related to fairness in hiring, retention, etc.		Collaboration, accountability; Civility, respect; Employee excellence
6	Website and Email Policies	Includes responsibilities related to content		
6	Social Media Guidelines [PDF]	Includes guidance for ensuring truthfulness in social media posting		
6	Truth in Advertising, NJ	Defines Public Relations Code of Ethics, Truth in Advertising requirements for NJ		
6	About the catalog: Undergraduate, graduate	Outlines scope and use of the catalog		Transparency, communication
6	Recruiting materials guidelines	Outlines practices related to published materials		

Criterion	Evidence Item	Annotation	If applicable, relationship to	
			Student Success	Campus Climate
7	Financial Aid Website Financial Aid Goal Statement [PDF]	Overview of Financial Aid policies and procedures; scholarships and statement of goals for office	Access	
7	Gainful employment disclosures	Shows right-to-know webpage with links to program pages with Gainful Employment Disclosures, providing potential students information on debt and earnings for certificate programs		
7	Financial Literacy Course Description	Describes financial literacy curriculum offered in general education program		
7	Financial Aid Open House Presentation Financial aid counseling	Shows open house presentation and overview information on financial aid Aid counseling services	Access	
7	Scholarship process and appeal	Lists information on scholarship criteria and process to appeal loss of scholarship due to GPA	Access	
7	Financial Aid Exit Interview	Outlines financial aid exit interview procedures for graduating students		
8	Right-to-know and Parent-Consumer Profile and Outcomes Factsheet Institutional Effectiveness Progress Card	Indicates webpages and posted documents with compliance reporting for HEOA public reporting		
8	Substantive change requests: DSc Security Studies part 1, part 2, part 3, part 4, part 5 [PDF], EdD Educational Technology part 1, part 2, part 3, part 4 [PDF], additional location School of Business [PDF], additional location Monmouth County [PDF]	Provides substantive change requests to MSCHE		
8	Disciplinary accreditation	Outlines webpage listing current status of disciplinary accreditations		
8	NJ Institutional Profile	Displays annual institutional profile report for 2017, as		

Criterion	Evidence Item	Annotation	If applicable, relationship to	
			Student Success	Campus Climate
		mandated by New Jersey Higher Education		
8	Satisfactory Academic Progress (SAP) SAP appeal form	Describes process for reviewing SAP	Progression; Graduation	
8	Transfer Resources Transfer Credit Webinars Transfer Credit FAQS	Information for transfer students, including articulation agreements, FAQ, webinars	Progression; Graduation	
8	Security and fire safety report	Yearly reports include statistics regarding the safety at the university		
8	Praxis Pass Rates	Yearly report which tracks the passing rates for COE students in both the traditional and alternate route teaching certification programs	Progression; Graduation	
8	Emergency response team procedures: Emergency Management Plan [PDF]University Crisis Leadership [PDF] Team NJCU Response Guide [PDF] Lockdown - Inside Threat [PDF] Emergency poster[PDF] Emergency telephones [PDF]	Describes procedures and tools for responses to emergencies		
8	Sexual Misconduct Policy [PDF]	Outlines policy regarding sexual misconduct		Campus environment
8	FERPA	Outlines student rights under the Family Educational Rights and Privacy Act (FERPA)		
8	Title IX	Provides information on NJCU compliance with Title IX of the Education Amendments of 1972, 20 U.S.C. Section 1681 et seq.		
8	Program Participation Agreement (unemployment)	Demonstrates compliance with N.J.S.A. 18A: 64-13.1 et seq. or 18A: 64A-23.1 regarding tuition-free attendance for unemployed persons	Access	

Criterion	Evidence Item	Annotation	If applicable, relationship to	
			Student Success	Campus Climate
8	Degree Program Applications (Graduate) Degree Program Applications (undergraduate)	Provides information on applying to the university		
8	Human Subjects Institutional Review Board procedures [PDF]	Outlines compliance committee procedures; Institutional review board		
8	Senate Committee on Instructional Technology (pg 7) [PDF]	Outlines committee's role related to HEOA requirements		
8	Accounting Manual of Internal Controls	Outlines responsibilities and authorities of the Accounting Office monitors regarding compliance with state and university financial reporting requirements		
9	Electronic Performance Assessment Review [PDF]	Summarizes Annual Performance Review Assessment process for staff in AFSME, CWA or IFPTE bargaining units.		Collaboration, accountability; Employee excellence
9	Human Resources review	Describes external review of and recommendations regarding Human Resources		Collaboration, accountability; Employee excellence
9	Annual Managerial Performance Evaluation [PDF]	Annual performance evaluation for managers, including process for reviewing aggregate trends		Collaboration, accountability; Employee excellence
	AFT staff evaluations: Reappointment schedule [PDF] Evaluation for multiyear Reappointment [PDF] Evaluation for annual reappointment [PDF]	Reappointment process and guidelines for AFT non-faculty employees		Collaboration, accountability; Employee excellence
9	EthicsPoint reports and analysis	Analysis of themes in ethics concerns		Collaboration, accountability
9	Title IX annual training	Annual training for faculty, students, and staff for Title IX. Includes feedback options regarding training		Civility, respect; Campus environment
9	Dean of Students annual assessment regarding student conduct [PDF]	Assessment of student conduct practices		

Criterion	Evidence Item	Annotation	If applicable, relationship to	
			Student Success	Campus Climate
9	NSSE results, 2017 Inclusiveness and diversity [PDF]	National Survey of Student Engagement (NSSE) provides information on the student experience; 2017 administration includes optional module on inclusiveness and diversity		Civility, respect; Belonging; Campus environment
9	COACHE (2014, 2017) and Great Colleges to Work for findings	Assesses campus climate for faculty and staff		Civility, respect; Collaboration, accountability; Transparency, communication; Employee excellence

STANDARD III: Design and Delivery of the Student Learning Experience

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

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

1. Certificate, undergraduate, graduate and/or professional programs leading to a degree or other recognized higher education credential, designed to foster a coherent student learning experience and to promote synthesis of learning.

2. Student learning experiences that are:

   a. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies;

   b. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are qualified for the positions they hold and the work they do;

   c. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are sufficient in number;

   d. designed, delivered, and assessed by faculty(full-time or part-time) and /or other appropriate professionals who are provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation;

   e. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures.

3. Academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion.

4. Sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress.

5. At institutions that offer undergraduate education: A general education program, free standing or integrated into academic disciplines, that:

   a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field;

b. offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives;

c. In non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills.

6. In institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula.

7. Adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third party providers.

8. Periodic assessment of the programs providing student learning opportunities.

Complete the following table:

Criterion	Evidence item	Annotation	If applicable, relationship to	
			Student Success	Campus Climate
1	Inventory of Degrees	Lists all degree and certificate programs		
1	Catalog Degree Progress report	Lists requirements for degree program; contains program-level student learning outcomes (commencing with the 2018 catalog)	Rigorous programs; Disciplinary competency; Gen Ed competencies; Progression	
1	Articulation Agreements	Provides information on requirements related to transfer from community colleges for specific programs	Rigorous programs	
1	Senate Committees: Curriculum and Instruction, Graduate Studies, Planning Development and Budget	Outlines Senate role in program development	Rigorous programs Disciplinary competency	
1	Internal [PDF] and external [PDF] program approval processes	Outlines requirements and approval for programs; external process is through Academic Issues Committee with the State of NJ	Rigorous programs Disciplinary competency	
2	General education program	Provides information on curriculum, instruction,	Gen Ed competencies	

Criterion	Evidence item	Annotation	If applicable, relationship to	
			Student Success	Campus Climate
		and assessment results/action plans		
2	Faculty CVs and aggregate summaries	Lists qualifications of faculty	Accomplished faculty	
2	Faculty Handbook [PDF] Faculty Re-Appointment [PDF] Promotion Guidelines [PDF]	Provides information on review, reappointment, and promotion	Accomplished faculty	Employee excellence
2	Faculty / Student Ratio	Demonstrates sufficiency of faculty		
2	Faculty development: Workshops, orientations, ACUE (Association of College and University Educators), part-time lecturers, Quality Matters (online instruction), separately budgeted research, peer evaluation	Demonstrates support for faculty improvement	Accomplished faculty	Employee excellence
2	Student course evaluations	Demonstrates method for student input regarding instruction	Accomplished faculty	Inclusion
2	Program review	Demonstrates process includes review of faculty, instruction, and resources	Rigorous programs; Accomplished faculty; Disciplinary competencies; Gen Ed competencies	
3	Catalog	Links to official annual reporting to students of program requirements	Rigorous programs; Disciplinary competency; Gen Ed competencies	Transparency, communication
3	Degree progress report	Allows student to track individual progress and obtain list of remaining requirements	Progression	Transparency, communication
3	Undergraduate Admissions Transfer Admissions Graduate Admissions	Describes admissions and program requirements		
3	Admitted student days; new student orientation	Displays materials presented to admitted students regarding requirements		
4	Support offices: University Advisement Center (UAC) The Hub: Centralized Tutoring Center The Opportunity Scholarship Program (OSP)	Lists resource departments for students	Support services; Progression	

Criterion	Evidence item	Annotation	If applicable, relationship to	
			Student Success	Campus Climate
	TRIO Learning Communities Program (TLC) Office of Specialized Services Military & Veterans Services Registrar The Office of Student Outreach and Retention (SOAR) Academic Career Planning & Placement Speicher-Rubin Women's Center for Equity and Diversity Residence Life Center for Community Service and Volunteerism (CCSV) IT Support Financial Aid International Programs *See also Standard IV*			
4	Student Success Initiatives	Describes academic programs and supports for student success	Progression	
5	General education outcomes	Lists program outcomes for general education, including critical thinking, civic engagement, communication, information, quantitative literacy, information literacy, technological literacy	Gen Ed competencies	
5	Quantitative Literacy Across Curriculum, Communication Across Curriculum, General Education, Information Literacy	Lists support for development of general education competencies	Gen Ed competencies	
5	Academic Affairs Global Initiatives [PDF] Study Abroad	Lists support for development of general education competencies	Gen Ed competencies	
5	LSAMP STEM Research opportunities Scientific Undergraduate Research Institute Student research symposia	Lists support for development of general education competencies	Gen Ed competencies	
6	Graduate catalog	Outlines expectations for graduate programs		
6	Professional Accreditation reports: ACBSP (Business), CACREP (Counseling), CAEP (Education), CCNE (Nursing),	Provides information on expectations and curricular regarding graduate programs.	Rigorous programs Disciplinary competency	

Criterion	Evidence item	Annotation	If applicable, relationship to	
			Student Success	Campus Climate
	CEPH (Health Sciences – in process of seeking accreditation), NASAD (Art, Media Arts), NASM (Music), NASP (School Psychology)			
6	Graduate Admissions	Outlines admissions requirements for graduate programs		
6	Grad Student Career Planning	Describes assistance offered	Support services	
6	Senate Graduate Studies Committee, pg 8 [PDF]	Outlines Senate role in graduate studies	Rigorous programs Disciplinary competency	
6	Doctoral program proposals: DSc Security [PDF], EdD Educational Technology [PDF], EdD Community College [PDF]	Demonstrates rigor and requirements of doctoral programs	Rigorous programs Disciplinary competency	
6	Doctoral handbook [PDF]	Outlines requirements for doctoral programs	Rigorous programs Disciplinary competency	
6	Faculty credentials, CVs	Summarizes qualifications of graduate faculty, including consistency with requirements	Accomplished faculty	
6	Historical record of graduate thesis and papers	Summarizes work of graduate students	Rigorous programs	
7	Not applicable			
8	Learning Outcomes Assessment *See also Standard V*	Summarizes program-level student learning outcomes assessment processes and results	Progression; Rigorous programs	
8	Program Review	Describes process for continuously improving departments	Rigorous programs; Accomplished faculty; Disciplinary competencies; Gen Ed competencies	
8	2017 Monitoring Report [PDF]	Provides aggregate summary of results of ongoing program-level assessment	Progression; Rigorous programs	
8	Student survey results	Summarizes students' experiences with academic programs and related supports	Support services; Rigorous programs; Co-curricular	Collaboration, accountability; Employee excellence
8	Undergraduate degree recipients Graduates pursuing additional education	Provides analysis of future education of graduating students	Rigorous programs	

STANDARD IV: Support of the Student Experience

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

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

1.Clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including:

   a. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds;

   b. a process by which students who are not adequately prepared for the study at the level for which they have been admitted are identified ,placed, and supported in attaining appropriate educational goals;

   c. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience;

   d. processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement.

2. Policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches.

3. Policies and procedures for the safe and secure maintenance and appropriate release of student information and records.

4. If offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs.

5. If applicable, adequate and appropriate institutional review and approval of student support services, designed, delivered, or assessed by third-party providers.

6. Periodic assessment of the effectiveness of programs supporting the student experience.

Complete the following table:

Criterion	Evidence item	Annotation	If applicable, relationship to	
			Student Success	Campus Climate
1	**Undergraduate and Graduate Catalog**	Provides comprehensive information on university policies, procedures, and academic offerings.		
1	**Admissions website**	Provides an overview on the admissions process	Access	
1	**Undergraduate Application Checklist**	Provides the 6 steps to completing the undergraduate admissions application		
1	**Transfer Application**	Provides information on the undergraduate transfer process and contains links relevant to transfer students.	Access	
1	**Graduate Admissions**	Provides information on the graduate admissions process and contains links relevant to prospective graduate students	Access	
1	**Financial Aid**	Provides overview of the financial aid process and contains links to federally mandated student consumer information	Access	
1	**Tuition and Fees**	Contains tuition and fee rates for all academic programs offered	Access	
1	**Right to Know (Student & Parent Consumer Info)**	Ensures compliance with the Higher Education Opportunity Act of 2008		
1	**University Advisement Center (UAC)**	Provides academic advisor contact information by major and contains links to FAQ's and additional student success related resources.	Support services	
1	**Testing Center**	Permits accepted undergraduate students to register for the placement exam and information on accessing testing accommodations.		
1	**The Hub: Centralized Tutoring Center**	Provides information on the holistic, personalized tutoring and academic support services offered to enhance retention and support the student	Support services	

Criterion	Evidence item	Annotation	If applicable, relationship to	
			Student Success	Campus Climate
		success initiatives set forth by the university		
1	**The Opportunity Scholarship Program (OSP)**	Provides information on this state funded student support services program (Educational Opportunity Fund, EOF), which serves approximately 600 economically and academically at-risk students	Support services	
1	**TRiO Learning Communities Program (TLC)**	Provides information on this federally funded TRiO student support services program, which serves approximately 200 economically and academically at-risk students	Support services	
1	**Office of Specialized Services**	Describes how NJCU provides equal access for students with disabilities	Support services	
1	**Military & Veterans Services**	Describes the services and resources that are available to students who are active duty or veterans	Support services	
1	**Registrar**	Includes information and links to the university and academic calendars, university catalogues, course registration, FERPA, final exam schedules, graduation clearance, commencement, and other key academic policies	Support services	
1	**The Office of Student Outreach and Retention (SOAR)**	Provides information on this services provided by this office in supporting the college transition and persistence of first time freshmen	Support services	
1	**Dean of Students**	Summarizes the responsibilities and services provided by the Dean of Students, and includes links to Title IX, Student Code of Conduct, and other student focused policies	Co-curricular	Belonging

Criterion	Evidence item	Annotation	If applicable, relationship to	
			Student Success	Campus Climate
1	**Counseling Center**	Introduces the full array of counseling services provides to students that are delivered by qualified, experienced professionals, and includes information on scheduling appointments	Support services	
1	**Health & Wellness Center**	Provides information on University health requirements for all entering students, as well as the medical services that students can access in this facility.	Support services	
1	**Speicher-Rubin Women's Center for Equity and Diversity**	Describes the Center's services and its commitment to creating an inclusive community where everyone respects and values diverse cultures, experiences and perspectives.	Support services; Co-curricular	Belonging; Campus environment; Civility, respect
1	**Children's Learning Center**	Provides information on the University's fully licensed and accredited Children's Learning Center (CLC).		Belonging; Campus environment
1	**Academic Career Planning & Placement**	Describes the services and resources provided student to assist with researching careers, finding job opportunities, preparing for graduate school, improving resume writing and interviewing skills, and landing appropriate internships for career advancement	Disciplinary competency; Support services	
1	**Office of Online Learning**	Describes the services provided to support the online teaching and learning experience for faculty and students	Support services	
2	**Transfer Resources**	Describes the services provided to prospective, new and continuing transfer students to assist	Support services	

Criterion	Evidence item	Annotation	If applicable, relationship to	
			Student Success	Campus Climate
		them as they transition into the NJCU community		
2	**NJ Transfer: Linking NJ's Colleges & Universities**	Assists students in transferring courses from New Jersey's 19 community colleges to the 25 participating four-year institutions in the State		
2	**Transfer Credit Policies** [PDF]	Describes the University's transfer credit policies		
2	**NJ Prior Learning Assessment Network (NJ PLAN)**	Provides a summary of the process for students for determining how to earn credit toward their degrees through prior learning assessment (PLA)		
3	**Family Educational Rights and Privacy Act (FERPA)**	Provides students, parents, faculty, and staff information on the Family Educational Rights and Privacy Act		Transparency, communication; Civility, respect
4	**Student Code of Conduct** [PDF]	Serves as the formal policy document on student conduct at the University.		Collaboration, accountability; Civility, respect
4	**Athletics**	Describes the full array of athletic and recreational programs available at the University, and also includes links to NCAA compliance requirements.	Co-curricular	Campus environment
4	**Intramurals**	Provides information on the intramural recreational programs offered.	Co-curricular	Campus environment
4	**Campus Life**	Provides information and links to campus life events, programming, and staff.	Co-curricular	Campus environment
4	**Student Government Organization**	Provides an overview on the Student Government Organization.	Co-curricular	Campus environment
4	**Student Activities**	Provides information on student clubs and organizations, as well as a link to a campus life events schedule.	Co-curricular	Campus environment
4	**Greek Life**	Describes the Greek Life program at University and includes links to 19	Co-curricular	Campus environment

Criterion	Evidence item	Annotation	If applicable, relationship to	
			Student Success	Campus Climate
		fraternities and sororities that are active on campus.		
4	**Gothic Times Student Newspaper**	Links to official website for the student funded student newspaper	Co-curricular	Campus environment
4	**Residence Life**	Provides an overview of the residence life program, with information on each residence hall facility and also includes a link to the Housing Application	Co-curricular	Campus environment
4	**Center for Community Service and Volunteerism (CCSV)**	Provides an overview on purpose of the Center for Community Service and Volunteerism	Co-curricular	Campus environment
4	Arts events	Provides information on arts programs and events	Co-curricular	Campus environment
4	**International Programs**	Provides information for international students, as well as information on study abroad opportunities	Co-curricular; Gen Ed competency	
5	**Campus Dining**	Provides information on NJCU's food service provider, Gourmet Dining,		
6	**Institutional Effectiveness Progress Card** [PDF]	Provides longitudinal data on key performance indicators linked to the strategic plan		
6	NSSE/FSSE: 2013, **2015** , [PDF],	Provides feedback on first year and senior year students regarding engagement,		Collaboration, accountability; Belonging
6	**2016 You & NJCU Undergraduate Survey Results** [PDF]	Provides feedback from Fall 2016 survey of registered students	Gen Ed competency; Rigorous programs; Support servcies	Collaboration, accountability; Employee excellence
6	Graduating students survey: 2015, 2016, 2017, 2018 Graduating Students Survey	Feedback from graduating students, 2017-2018	Support services; Rigorous programs; Co-curricular	Collaboration, accountability; Employee excellence
6	**Course Evaluations**	Summaries course evaluation program	Accomplished faculty	Inclusion
6	2016-17 Student Affairs & Enrollment Management Department Annual Reports Admissions [PDF] Athletics [PDF]	Annual assessment reports prepared by the designated Student Affairs and Enrollment Management department		Transparency, communication; Collaboration, accountability;

Criterion	Evidence item	Annotation	If applicable, relationship to	
			Student Success	Campus Climate
	Children's Learning Center [PDF] Counseling Center and Health and Wellness Center [PDF] Dean of Students and Campus Life [PDF] Financial Aid [PDF] Housing & Residence Life [PDF] The HUB: Centralized Tutoring Services [PDF] Registrar [PDF] SOAR: Student Outreach and Retention [PDF] TRIO Learning Community (TLC) Program [PDF] Speicher-Rubin Women's Center for Equity and Diversity [PDF]	for the 2016-17 academic year.		Employee excellence
6	2016-17 Administration & Finance Department Annual Reports Bursar/Student Financial Services [PDF] Information Technology [PDF] Public Safety [PDF]	Annual assessment reports prepared by the designated Administration and Finance department for the 2016-17 academic year.		Transparency, communication; Collaboration, accountability; Employee excellence
6	2016-17 Academic Affairs Department Annual Reports Academic Career Planning and Placement [PDF] Global Initiatives [PDF] Military & Veterans Services [PDF] Online Learning [PDF] Opportunity Scholarship Program [PDF] Office of Specialized Services and Supplemental Instruction [PDF] University Advisement Center [PDF]	Annual assessment reports prepared by the designated Academic Affairs department for the 2016-17 academic year.		Transparency, communication; Collaboration, accountability; Employee excellence

STANDARD V: Educational Effectiveness Assessment

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

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

1. Clearly stated student learning outcomes, at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission.

2. Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:

    a. define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals;

    b. articulate how they prepare students in a manner consistent with their missions for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals; and,

    c. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders.

3. Consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses include some combination of the following:

    a. assisting students in improving their learning;

    b. improving pedagogy and curriculum;

    c. reviewing and revising academic programs and support services;

    d. planning, conducting, and supporting a range of professional development activities;

    e. planning and budgeting for the provision of academic programs and services;

    f. informing appropriate constituents about the institution and its programs;

    g. improving key indicators of student success, such as retention, graduation, transfer, and placement rates; *and,

    h. implementing other processes and procedures designed to improve educational programs and services.

*required

4. If applicable, adequate and appropriate institutional review and approval of assessment services

designed, delivered, or assessed by third party providers.

5. Periodic evaluation of the assessment processes utilized by the institution for the improvement of educational effectiveness.

Complete the following table:

Criterion	Evidence item	Annotation	If applicable, relationship to	
			Student Success	Campus Climate
1	University-wide student learning outcomes	Summarizes university-wide student learning outcomes	Rigorous programs; Gen ed competencies	
1	Program-level student learning outcomes, departments in College of Arts and Sciences, School of Business, College of Education, College of Professional Studies	Lists program outcomes for academic programs, by department		
2	General Education Assessment Results and Action Plans: Fall 2015, Fall 2016 , Action Plan November 2016, Fall 2017	Provides program-level assessment results related to general education student learning outcomes. Illustrates assessment process and use of results	Rigorous programs; Gen ed competencies	
2	Assessment plan and results, programs with disciplinary accreditation (Nursing, Education, Business, Counseling, Art, Media Arts, Psychology, Music) – via accreditation reports Assessment plan and results, programs without disciplinary accreditation – via Program Assessment Coordinating Committee	Describes assessment results and actions for programs with disciplinary accreditation	Rigorous programs; Disciplinary competency	
2	Assessment in administrative units Office of Specialized Services and Supplemental Instruction [PDF] The HUB: Centralized Tutoring Services [PDF] Registrar [PDF] SOAR: Student Outreach and Retention [PDF] TRIO Learning Community (TLC) Program [PDF] University Advisement Center [PDF] Library [PDF] Counseling Center [PDF]	Provides information on assessment of units supporting student learning	Support services; Progression; Graduation	

Criterion	Evidence item	Annotation	If applicable, relationship to	
			Student Success	Campus Climate
	Academic Career Planning and Placement [PDF] Opportunity Scholarship Program [PDF]			
3	General Education Assessment Results and Action Plans: Fall 2015, Fall 2016 , Action Plan November 2016, Fall 2017	Provides program-level assessment results related to general education student learning outcomes. Illustrates assessment process and use of results	Rigorous programs; Gen ed competencies	
3	Assessment plan and results, programs with disciplinary accreditation (Nursing, Education, Business, Counseling, Art, Media Arts, Psychology, Music) – via accreditation reports Assessment plan and results, programs without disciplinary accreditation – via Program Assessment Coordinating Committee	Describes assessment results and actions for programs with disciplinary accreditation	Rigorous programs; Disciplinary competency	
3	Assessment in administrative units Office of Specialized Services and Supplemental Instruction [PDF] The HUB: Centralized Tutoring Services [PDF] Registrar [PDF] SOAR: Student Outreach and Retention [PDF] TRIO Learning Community (TLC) Program [PDF] University Advisement Center [PDF] Library [PDF] Counseling Center [PDF] Academic Career Planning and Placement [PDF] Opportunity Scholarship Program [PDF]	Provides information on assessment of units supporting student learning	Support services; Progression; Graduation	
4	Not applicable			
5	**2017 Monitoring Report** [PDF] Coordinating Committee action plan for improvement	Provides assessment of the processes related to Standard 7 and Standard 14 (pre-2014 standards)	Rigorous programs; Disciplinary competency	Collaboration; accountability

Criterion	Evidence item	Annotation	If applicable, relationship to	
			Student Success	Campus Climate
		Documents changes implemented in university-wide coordinating committee as a result		

STANDARD VI: Planning, Resources, and Institutional Improvement

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

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

1. Institutional objectives, both institution-wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation.

2. Clearly documented and communicated planning and improvement processes that provide for constituent participation and incorporate the use of assessment results.

3. A financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/objectives.

 4. Fiscal and human resources as well as the physical and technical infrastructure are adequate to support the institution's operations wherever and however programs are delivered.

5. Clear assignment of responsibility and accountability.

6. Comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes.

7. An annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter.

8. Strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals.

9. Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.

Complete the following table:

Criterion	Evidence item	Annotation	If applicable, relationship to	
			Student Success	Campus Climate
1	Mission and vision Strategic Plan [PDF]	Outlines strategy to operationalize mission	Holistic	Holistic

Criterion	Evidence item	Annotation	If applicable, relationship to	
			Student Success	Campus Climate
1	Divisional Plans: Facilities Master Plan [PDF] Enrollment Management Plan Academic Plan Information Technology Plan	Describes divisional strategies to operationalize mission		
1	2010 MSCHE Self-Study: Narrative, appendices 2015 Periodic Review Report	Assesses state of NJCU with respect to standards		
1	Institutional Effectiveness Progress Card	Provides longitudinal report on key performance indicators		
1	Building our Future bond act	Describes NJ program supporting NJCU's largest recent capital project		
2	Student success: Town Halls, retreats, Board presentations	Summarizes information on university-wide initiative	Progression; Graduation	
2	University and divisional organizational charts [PDF]	Provides foundational information on University organizational structure		
2	Strategic Plan [PDF] Divisional Plans: Facilities Master Plan [PDF] Enrollment Management Plan Academic Plan Information Technology Plan	Describes divisional strategies to operationalize mission		
2	University survey cycle	Outlines sequence/calendar of administration of university-wide surveys such as NSSE, COACHE, Great Colleges to Work For, and related internal surveys	Rigorous programs; Accomplished faculty; Support services; Co-curricular; Gen Ed competencies	Employee excellence; Collaboration, accountability; Transparency, communication
3	Office of Management and Budget submissions	Lists annual requests to state of large-scale budget priorities, based on strategic goals		
3	Budget Review Taskforce	Provides constituent participation in budgeting		Inclusion; Transparency, communication; Collaboration, accountability
3	Controller policies	Shows evidence of fiscal processes		
3	Procurement Services Policies & Procedures [PDF]	Shows evidence of fiscal processes		
3	Board Finance Committee reports	Serves as artifacts of proceedings of Finance Committee		

Criterion	Evidence item	Annotation	If applicable, relationship to	
			Student Success	Campus Climate
4	University and divisional organizational charts [PDF]	Provides foundational information on University organizational structure		
4	Statements of current assets and investment accounts	Outlines primary means of funding for all financial activity at the University		
4	Technology inventory	Details the adequacy of technology for teaching & learning spaces, as well as business operations		
4	HR policies & procedures	Defines policies and guidelines for both faculty and staff and provides structure to employee conduct		Employee excellence
4	Office of Research Grants and Sponsored Programs policies & procedures	Defines policies and guidelines for pursuing external funding for research and campus enrichment activities	Accomplished faculty	
4	Separately Budgeted Research grant program guidelines [PDF]	Provides access to intramural support for scholarly activity by faculty	Accomplished faculty	
4	Tuition & fee hearing notice (2018) [PDF]	Relates directly to aligning to and fulfilling mission and goals through the budget process		Transparency, communication
4	AFT faculty contract [PDF] AFT-Adjunct faculty contract [PDF] CWA contract IFPTE contract	Provides sufficient support to University operations through guidelines that govern employee conduct and compensation		
4	Employee Handbook [PDF] Faculty Handbook [PDF]	Defines benefits, policies, and guidelines for both faculty and staff and provides structure to employee conduct		
4	Faculty Re-Appointment [PDF] Promotion Guidelines [PDF]	Serves as a tool to retain personnel and an opportunity for employees to advance	Accomplished faculty	Collaboration, accountability; Inclusion; Employee excellence; Transparency, communication
4	AFT staff evaluations: multiyear Reappointment [PDF] annual reappointment [PDF]	Serves as a tool to retain personnel and an opportunity for employees to advance		Collaboration, accountability; Inclusion; Employee excellence; Transparency, communication

Criterion	Evidence item	Annotation	If applicable, relationship to	
			Student Success	Campus Climate
4	Annual Managerial Performance Evaluation [PDF]	Serves as a tool to retain personnel and an opportunity for employees to advance		Collaboration, accountability; Inclusion; Employee excellence; Transparency, communication
4	Classified staff review: Electronic Performance Assessment Review [PDF]	Serves as a tool to retain personnel and an opportunity for employees to advance		Collaboration, accountability; Inclusion; Employee excellence; Transparency, communication
5	University and divisional organizational charts [PDF]	Shows organizational structure and roles and responsibilities within the institution		
5	Controller policies	Serves as internal control mechanism and defines responsibilities and proper procedure, and promotes accountability for work performed		
5	Procurement Services Policies & Procedures [PDF]	Defines responsibilities and proper procedure, and promotes accountability for work performed		
5	Employee Handbook [PDF] Faculty Handbook [PDF]	Defines benefits, policies, and guidelines for both faculty and staff and provides structure to employee conduct		
5	University Senate Constitution [PDF] and 2017-2018 Senators	Provides members of the NJCU academic community with a participatory role in the decision-making and governance process at the institution		Collaboration, accountability; Inclusion
5	Agenda from SACC – Senate Administration Coordinating Committee [PDF]	Provides members of the NJCU academic community with a participatory role in the decision-making and governance process at the institution		Collaboration, accountability; Inclusion
5	Administrative working group memberships: Budget Task Force, President's Cabinet, Provost Council	Provides members of the NJCU community with a participatory role in collaboration and planning at the institution		Collaboration, accountability; Inclusion

Criterion	Evidence item	Annotation	If applicable, relationship to	
			Student Success	Campus Climate
5	Board of Trustee (BOT) Bylaws [PDF]	Relates to the accountability of the institution's governing body		
5	Emergency response team procedures: Emergency Management Plan [PDF] University Crisis Leadership [PDF] Team NJCU Response Guide [PDF] Lockdown - Inside Threat [PDF] Emergency poster[PDF] Emergency telephones [PDF]	Shows infrastructure planning document that aligns with mission and goals of the institution regarding safety and preparedness		
5	Residence Life Policies & Procedures	Defines responsibilities and oversight of the student living experience on campus		Campus environment
6	Facilities Master Plan [PDF]	Serves as benchmark for aligning planning of resources and structures		
6	Infrastructure and Deferred Maintenance master plan	Serves as planning document for the University's facilities and structures. Key component of capital budgeting and planning and use of annual resources.		
6	Technology master plan	Relates to improving academic programming, services and business operations to facilitate academic and administrative excellence.		
6	Emergency response team procedures	Serves as infrastructure planning document that aligns with mission and goals of the institution regarding safety and preparedness		
6	University Investment Policy	Illustrates part of the institution's financial planning process. Utilizes long term objectives in a financial sustainability effort		
7	Audited financial statements	Provides evidence of independent audit		
7	Credit rating statements - bond ratings from Moody's & Fitch	Provides evidence of financial viability and credit worthiness		

Criterion	Evidence item	Annotation	If applicable, relationship to	
			Student Success	Campus Climate
8	Facilities inventories and conditions reports	Describes efforts made to maintain campus facilities in good order and space assessments		Campus environment
8	Technology inventory	Details the adequacy of technology for teaching & learning spaces, as well as business operations.		
8	Individual departmental assessment plans	Details goals, objectives, measures, and outcomes of the breadth of the university's educational, administrative & support operations.		Transparency, communication; Collaboration, accountability; Employee excellence
8	Finance & Administration quantitative reports	Details a variety of economic performance measures according to internal and GASB standards.		
9	Budget review policies, procedures & reports	Serves as benchmark for assessing institutional resource planning and allocation and future available of resources		
9	2010 MSCHE Self-Study: Narrative, appendices 2015 Periodic Review Report **2017 Monitoring Report** [PDF]	Provides overall assessment of NJCU Assesses the processes related to Standard 7 (pre-2014 standards)		Collaboration; accountability
9	Consultant reports	Provides independent appraisals & recommendations for improvement of programs		

STANDARD VII: Governance, Leadership, and Administration

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

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

1. A clearly articulated and transparent governance structure that outlines its roles, responsibilities and accountability for decision making by each constituency, including governing body, administration, faculty, staff, and students.

2. A legally constituted governing body that:

   a. serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution;

   b. has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities;

   c. ensures that neither the governing body nor individual members interferes in the day-to-day operations of the institution;

   d. oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by laws, and the assurance of strong fiscal management;

   e. plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution;

   f. Appoints and regularly evaluates the performance of the Chief Executive Officer;

   g. is informed in all its operations by principles of good practice in board governance;

   h. establishes and complies with a written conflict of interest policy designed to ensure that impartiality of the governing body by addressing matters such as payment for services,

contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest; and,

i.   supports the Chief Executive Officer in maintaining the autonomy of the institution.

3. A Chief Executive Officer who:

   a.   is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body;

   b.   has appropriate credentials and professional experience consistent with the mission of the organization;

   c.   has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission;

   d.   has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness.

4. An administration possessing or demonstrating:

   a.   an organizational structure that is clearly defined and that clearly defines reporting relationships;

   b.   an appropriate size and with relevant experience to assist the Chief Executive Officer n fulfilling his/her roles and responsibilities;

   c.   members with credentials and professional experience consistent with the mission of the organization and their functional roles;

   d.   skills, time, assistance, technology, and information systems expertise required to perform their duties;

   e.   regular engagement with faculty and student in advancing the institution's goals and objectives;

   f.   systematic procedures for evaluating administrative units and for using assessment data to enhance operations.

5. Periodic assessment of the effectiveness of governance, leadership, and administration.

Complete the following table:

Criterion	Evidence item	Annotation	If applicable, relationship to	
			Student Success	Campus Climate
1	University and divisional organizational charts	Conveys governance structure, formalized decision making & reporting relationships, shared governance roles and span of managerial supervision		
1	Board of Trustee (BOT) Bylaws [PDF]	Describes BOT's governance structure, and formal processes		
1	NJCU Foundation: overview, by-laws, certificate of incorporation	Displays Foundation Board's mission and structure	Access	
1	University Senate Constitution [PDF] and 2017-2018 Senators	Describes Senate structure. Constitution is approves by the Senate and Board of Trustees		Inclusion
1	AFT faculty contract [PDF] AFT-Adjunct faculty contract [PDF] CWA contract IFP	Conveys state-wide union contracts negotiated and executed		
1	Locally Negotiated Agreements	Conveys local agreements negotiated and executed		Inclusion; Transparency, communication
1	Employee Handbook [PDF]	Describes roles and responsibilities of employees		
1	Faculty Handbook [PDF]	Describes roles and responsibilities of faculty. Developed jointly by faculty and administration		
1	Student Government Organization (SGO) Constitution- 2016 [PDF] SGO Finance Policies and Handbook-2016 [PDF]	Lists structure, roles, and responsibilities of Student Government Organization and relationships with the University. Both overall and with respect to finance in particular		
2	NJ State College Enabling Legislation	Conveys Board of Trustees as legally constituted body		
2	Board of Trustee's Bylaws [PDF]	Conveys BOT as serving the public interest and independence		
2	Board of Trustees: Membership, Bios	Demonstrates BOT members' expertise		

Criterion	Evidence item	Annotation	If applicable, relationship to	
			Student Success	Campus Climate
2	Procedure About Addressing the BOT [PDF]	Demonstrates BOT does not interfere in day-to-day operations of institution		
2	Board of Trustees meeting minutes	Available online; demonstrates oversight responsibilities		Transparency, communication
2	Board of Trustees Committee Charters [PDF]	Describes oversight responsibilities		
2	BOT evaluation of President: Email announcement [PDF], Executive Summary [PDF]	Demonstrates performance of duties related to evaluation of CEO		Inclusion
2	BOT Retreat (agendas and summaries)	Demonstrates adherence to good governance practice		
2	NJ Trustees Reference Guide [PDF]	Serves as a reference for laws & regulations; useful input for good practice		
2	New Jersey Conflict of Interest: Executive Order 14 NJCU Supplemental Code of Ethics to the NJ Uniform Code of Ethics [PDF]	Describes NJ State and NJCU regulations regarding conflicts of interest		
3	BOT 2017 evaluation of President: Email announcement [PDF], Executive Summary [PDF]	Demonstrates University president is evaluated by the BOT		Inclusion; Transparency, communication
3	President's Search Advertisement [PDF]	Shows BOT role in appointing President		
3	President's Biography [PDF] President's website	Demonstrates President's credentials and expertise as consistent with University's mission		
3	President Job Description [PDF]	Provides for authority to carry out responsibilities and nature of responsibilities		
3	Budget Approval Process [PDF]	Illustrates hierarchical decision making process regarding fiscal affairs		
3	Performance Management Program (former process) [PDF]	Describes procedure for assessing administrators		Collaboration, accountability

Criterion	Evidence item	Annotation	If applicable, relationship to	
			Student Success	Campus Climate
	Annual Managerial Performance Evaluation [PDF]			
3	President Office Organization Chart	Demonstrates authority and sufficient administrative staff		
3	Leadership Team Biographies	Provides information about qualifications of senior administrators		
4	University and divisional organizational charts	Documents organizational structure; appropriate size of administration to support CEO		
4	Additional location administration, oversight: Waterfront (SoB) [PDF], Monmouth (pending) [PDF]	Demonstrates administration of additional locations		
4	Cabinet: website, biographies of members	Shows background of administrators to assess credentials, expertise for administrative positions		
4	University Senate Constitution [PDF]	Provides information on interaction of administration with senate		
4	President's Town Hall slides: 2015 [PDF], 2017 [PDF] Provost's Town Hall slides: 2017 Deans' Town Hall slides	Illustrates engagement with faculty and staff by President, Provost, and Deans		Transparency, communication
4	President's Off-Campus Activities, 2013-2018 [PDF]	Lists President's off-campus activities which includes hosting student and faculty groups at her home in Port Liberte		Belonging
4	Provost's Chairs Meetings Agendas 2015-2018 [PDF]	Shows regular engagement of Academic Affairs administrators with faculty		Transparency, communication; Collaboration, accountability
4	Annual Outcomes Assessment for Administrative Units.	Illustrates systematic procedures for evaluating administrative units		
5	Annual Managerial Performance Evaluation [PDF]	Describes managerial performance process, online reporting allow for review of aggregate trends		Collaboration, accountability; Transparency, communication

| Criterion | Evidence item | Annotation | If applicable, relationship to | |
			Student Success	Campus Climate
5	Collaborative on Academic Careers in Higher Education (COACHE) faculty survey results: 2013 [PDF], 2017 [PDF]	Summarizes results of survey addressing faculty satisfaction. 2017 version includes items related to governance that was not included in 2013 instrument		Civility, respect; Transparency, communication
5	University Senate meeting minutes website	Illustrates manner in which Senate functions		Transparency, communication