

William Paterson University of New Jersey

MSCHE Self-study Report

---Draft---

**Submitted to
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The Self-study: Purpose and Process

William Paterson University of New Jersey (WP) is proud of its 165-year history as a public serving institution of higher learning. The university recognizes that the self-study endeavor is not only a means to fulfill the Middle States requirement for reaccreditation but also a way to examine, discuss and plan how the university will move forward. WP's current strategic plan runs through 2022. Thus the purpose of this self-study is to faithfully report to the Commission and, additionally, to assist and guide the university in forming its next strategic plan.

From the beginning our self-study has been a process of inclusion and collaboration. Recently hired university president, Dr. Richard Helldobler, announced initiation of the reaccreditation process to the university in 2018, calling for volunteers to work on the self-study. Those serving included faculty, staff, students, alumni and Board of Trustee (BOT) members. The Provost appointed reaccreditation co-chairs, Associate Provost Jonathan Lincoln, ALO, and Associate Provost Sandra Hill, Accreditation Coordinator, to lead and organize the effort. The co-chairs, along with Executive Director of Institutional Effectiveness, Dr. Sesime Adanu, have met weekly since September 2018. They attended the MSCHE Self-study Institute in Philadelphia, PA in November 2018, and the annual MSCHE conferences in 2018 and 2019.

Great care was taken in establishing the working groups for the self-study so that they included people from all aspects of university work and life. The Office of Institutional Effectiveness (IE) set up a survey-type call for volunteers across the university to serve on a working group. The survey allowed people to volunteer themselves or someone else, and also enabled them to speak about their interest and experience in working on accreditation. Working groups were established in early spring 2019 with two people from each group chosen to co-chair that group. From there, the Middle States Steering Committee was formed composed of the working group co-chairs, a student representative, a BOT representative, the IE executive director, and Associate Provosts Hill and Lincoln, the latter co-chairing the Steering Committee (SC). The SC collaborated on the design of the study, determining that following the standards vs. creating themes would work best for us. We were guided by our mission and strategic plan goals.

The self-study process has been public and communicative throughout, using both face-to-face meetings and technology. A Middle States reaccreditation webpage was set up to provide communications to the university as well as resources for the working groups, who held their kickoff meeting on Feb. 27, 2019 (Self-study Purpose and Process. Website). Work proceeded in consultation with our Commission liaison, Dr. Hilda Colon Plumey, who visited the campus on April 23, 2019, addressing the campus community and answering questions at a Town Hall. She met with the President, Board members, working group members, students, faculty and staff. Our self-study design was approved in June 2019. During 2019, the working groups and SC met regularly to research and draft the document, using SharePoint electronic platform for collaborating and storing evidence. Revising began in spring 2020 and included a town hall presentation of Draft 1 to the community on March 11 with a call for feedback. SC co-chairs, IE Director, and the Provost assumed responsibility for final revisions.

Reaccreditation work at WP evolved organically and stayed collaborative throughout. It has been a privilege to engage this self-study. We present our story.

Executive Summary

WP is the third oldest public institution in New Jersey, founded in 1855 as a normal school. Named The William Paterson College of New Jersey in 1971 in honor of William Paterson (1745-1806), New Jersey patriot and statesman, it became The William Paterson University of New Jersey in 1997. It is the third most diverse public university in New Jersey serving approximately 10,000 students through its mission as a comprehensive, masters-granting institution. The university is designated a Hispanic-serving institution with more than 25 percent of its students claiming Hispanic heritage. It is a minority serving institution as well and largely first-generation (nearly 30 percent of students are the first in their families to attend college). The university is committed to providing an outstanding and affordable education for its students through five academic colleges: College of the Arts and Communication, Cotsakos College of Business, College of Education, College of Humanities and Social Sciences, College of Science and Health as well as the Honors College. WP's 372 full-time faculty (fall 2020) are distinguished and diverse scholars and teachers and include 41 Fulbrights, two Guggenheim Fellows, and recipients of numerous awards and grants. Its state-of-the-art facilities provide students with a variety of opportunities for classroom and experiential learning. The university provides residential housing for approximately 2,600 students as well as 115 campus clubs and organizations, 13 NCAA Division III intercollegiate sports teams, and six club sports teams. Cultural events take place in the Shea Center for the Performing Arts. The University is committed to supporting veterans and active service members. In 2018 Richard Helldobler became the eighth President of WP, and a new provost, Joshua Powers, came on board in 2019.

Standard I. WP's publicly available mission and vision serves the students it enrolls with strategic goals that guide this work. Construction of the mission and strategic goals was a university-wide collaborative effort undertaken in 2010 and approved by the BOT in 2012. It serves both internal and external constituencies. In 2018 President Helldobler, in collaboration with the BOT, identified within its strategic goals five institutional priorities derived from assessment findings, including 1) Increase enrollment, 2) Improve retention rates, 3) Improve 4-year graduation rates, 4) Improve employment rates, and 5) Identify new revenue sources. In addition, the President focused on 17 Key Performance Indicators (KPIs) for measuring success with goals and priorities. This focus has led to greater success in understanding how we are making progress on our goals. Our mission supports multiple opportunities for scholarly inquiry and learning for faculty and students. Goals and strategies that serve our mission are appropriate for the students we serve. For example, in seeking to accomplish our goal of matriculating, retaining and graduating students, which is composed of a large number of working students, the university expanded online and accelerated programs and began offering adult completion programs that also serve working students.

Standard II. The university maintains policies and procedures that guide its operations truthfully and honestly. Steered by a commitment to integrity and guided by its mission to serve the students, faculty, staff and external constituencies, the university strives for impartiality, fairness, transparency and ethical behavior towards all participants on campus. Mandatory annual training in diversity shows commitment to one of its core values – valuing and promoting “the expression of all aspects of diversity.” As a result of assessment and study of an incident of unethical racial expression, substantiated by our National Survey of Student Engagement (NSSE)

data on lack of diverse student collaborations, the University opened a Center for Diversity and Inclusion and a Black Cultural Center in 2019. Other diversity initiatives for students include formation of taskforces to address LGBTQIA and HSI/Latinx issues. The university adheres to the principles of academic freedom for faculty and follows with clear policy and procedures for evaluation and promotion of faculty and staff. The university demonstrates its commitment to academic integrity with a Student Code of Conduct and accessible handbooks for faculty and staff. The University has the students' best interests at its core with multiple resources to educate students on college affordability and accessibility as well as generous scholarship assistance. Its Pledge-4-Successs program fills in the cost gap after Pell and state grants are applied, aiming to leave the student with little or no loan debt barring books and housing. The University also provides a grievance process and policy for students, staff and faculty as well as training on conflict of interest. WP's Title IX coordinator sends out an annual notice of information. While the university makes policy and procedure known on its websites, as well as assessment and accreditation practices, one recommendation of this self-study is to post all accreditations as well as substantive changes to programs in a central place on the university website for greater disclosure of changes regarding programs. The University should continue its efforts in diversity hiring.

Standard III. With 57 bachelor's, 26 master's, two doctoral (a third under review), and 48 certificate programs, WP offers comprehensive learning opportunities through its quality faculty. Programs are assessed through a program review process, and policies and procedures are in place for creation and oversight of new and existing programs. Following assessment data and market trend analysis, many new programs have been developed since the last self-study, including multiple new graduate programs, in service to Strategic Goal I. To serve our large non-traditional student population, new online programs have been developed along with an adult degree completion program. Faculty assess student learning regularly to ensure rigor. The university provides a holistic general education program called the University Core Curriculum (UCC) that addresses areas of student development, including diversity, global awareness, and civic engagement, as well as critical thinking, communication, scientific and quantitative reasoning, and writing and technologies. Programs publish degree requirements on their websites and students can track their degree progress on the platform Degree Works. Human Resources has led integration of more effective and consistent faculty and staff hiring procedures to promote diversity and quality hiring. Once hired, faculty are held to rigorous standards of teaching, scholarship and service. Guidelines for faculty review, including retention, tenure and promotion are readily accessible in the online Faculty Handbook. The University has made progress utilizing more technologies to track faculty productivity (Digital Measures), record assessment of learning (Campus Labs) and survey student learning satisfaction (Qualtrics online course evaluations). The data are being used to inform program changes and innovation.

Standard IV. True to its mission to educate a diverse population of traditional and non-traditional students, WP has support programs in place to help move all students toward degree completion as well as personal fulfillment and career readiness. It does this in numerous curricular and co-curricular ways. The university begins with onboarding through robust orientation and advising programs for both first-year and transfer students. Matriculated students receive academic support through such entities as the Writing Center and the Science Enrichment Center and through 24/7 online assistance on Tutor.com and the Library's Chat

Reference. The University supplies non-academic assistance through entities such as the Counseling Health and Wellness Center and the Accessibility Resource Center provides accommodations for student with disabilities. Numerous co-curricular and extra-curricular opportunities are offered by the Campus Activities, Service, & Leadership (CASL) office, overseen by the Division of Student Development. Their webpages provide policies that guide student behavior, such as the hazing policy, Student Code of Conduct, and Student Government Association (SGA) policies. The university has an active SGA and Greek-Lettered organizations that engage in leadership development. WP LEADS Digital Badge programs help students build a portfolio of civic and career-building achievements. Student Development offers organizations, competitive and intramural sports, clubs and other activities to develop WP students holistically. Support divisions and departments maintain publicly accessible policies and assess regularly for effectiveness and continuous improvement. For example, Academic Development made effective changes to its First Year Foundations and First Year Experience programs based on assessments, revising the Freshman Seminar course and advising protocol to address declining retention first to second year. Retention rose from 69.3% in 2019 to 75.6% in 2020. NSSE data from 2018 confirm that freshmen and seniors feel supported at WP.

Standard V: The University recognizes the value of continuous improvement and supports assessment with resources to serve the institutional priorities and strategic goals of our mission. Academic programs in the respective colleges assess their students' learning to ensure that the students achieve the learning outcomes. Their assessment data guides changes to their programs. Colleges and programs have college and program assessment coordinators who lead their faculty in this work. Other educational entities also assess, such as the Cheng Library, Honors Program and Center for Teaching Excellence. A significant advancement in the past few years has been bringing academic assessment into the Campus Labs electronic system. College and program assessment coordinators have been trained in using the system and all academic programs are now using it. Institutional learning goals are encapsulated in the University Core Curriculum, which has also made strides in assessment including use of Campus Labs to drive integrity of assessment and campus-wide utilization of results. Also serving the cause of assessment at WP is implementation of university-wide assessment committees, the Academic Assessment Committee, the Administrative Assessment Committee and the University Assessment Council, the latter being the culminating unit charged with bringing together academic and non-academic units to assess our assessment processes. This Council also makes recommendations to the President and Cabinet regarding resources and planning based on assessment data. Another significant assessment initiative has been a series of summits led by President Helldobler in fall 2019 that addressed institutional priorities such as enrollment, retention, advising and graduation. These summits included participants from across the university and actions are underway to address issues identified as regard planning and budgeting (also discussed in Standard VI).

Standard VI. All planning processes, resources and structures align in support of the university's strategic plan and mission. Institutional goals across all units of the university are linked to this plan with objectives articulated as key performance indicators (KPIs) assessed and reviewed annually. Faculty, administrators and students participate in the process. The university has a transparent planning and budgeting process that supports the mission. The Senior VP for Finance and Administration and the VP for Enrollment Management present the budget and

enrollment updates to the university community at budget town halls every semester. The President also addresses budget and planning at his bi-annual university addresses, as well as development opportunities related to these. All units utilize assessment of their KPIs to request resources at the strategic budget meeting each spring. The university has processes in place to assess whether fiscal and human resources are adequate to support operations. For example, allocation of faculty positions follows a clear process of request by the colleges based on successes and challenges with enrollment and instruction. The University has responded to challenges such as declining enrollment with targeted academic department reorganization following discussion and cooperation with Faculty Senate as well as with enrollment-growing initiatives such as increased online programming, adult education programming, and emphasis on high school dual enrollment, among others. The Capital Planning, Design and Construction Department, working with the campus community, ensures that approved projects comply with strategic, operational, and financial goals. The result of a successful application for State bond projects resulted in a \$30 million grant to build University Hall for growing health sciences programs and a \$7.1 million grant for Hunziker Hall study and classroom renovations. The University continues investing in infrastructure as well, restoring tennis courts and the baseball field, repairing roofs and HVAC chillers, and other projects. A major purchase of the university in 2019 was the property at 1800 Valley Road, to be used for housing several campus units and supplying instructional space. Since 2016, the University's finances have been audited by the external accounting firm, Baker Tilly; no problems with financial controls have been indicated. Assessment data for all aspects of the university's financial and fiscal health is supplied by the Office of Institutional Effectiveness, the central data source for the university.

Standard VII. Governance of the University is overseen by the BOT, pursuant to statute 18A:64-2-6 of the State of New Jersey. The BOT has final institutional authority. WP's BOT belongs to The Association of Governing Boards of Universities and Colleges (AGB), and regularly assesses its compliance with principles of good practice as defined by the AGB, state law, and code. The Board appoints the University President, who is the Chief Executive Officer, and regularly evaluates his performance. Our new president brought on board in 2018, Dr. Richard Helldobler, maintains a Cabinet composed of the Vice Presidents of the University, which meets weekly. Deans, Associate Deans, Associate Vice Presidents and other Higher Education Administrators are vetted and appropriately credentialed. They and other appropriate entities of the university consult with the President to assess and strategize the direction of the university in service to its mission. Unit leaders are reviewed and held accountable for their KPIs in a new system that links unit and leader performance more directly to the University KPIs. The President regularly engages with the faculty, staff and students in his State of the University address each semester, his monthly Office Hours with the President, his First Friday social hour with faculty and staff and his monthly Pizza with the President for students. During university campus closure for the Covid-19 pandemic in spring 2020, the President maintained constant communication with the campus community to keep everyone apprised of procedures.

Requirements of Affiliation

Requirement	Standard	Evidence
1		Listing of University on New Jersey Secretary of Education Website
2		Fact Book 2019-2020
3		Already accredited
4		Compliance verification report
5		Compliance verification report
6		Compliance verification report
7	Standard I	University Strategic Plan with mission and goals
8	Standards III, IV, V, VI	<u>Annual assessment summaries presented to University Assessment Council (UAC) (forthcoming fall 2020)</u> Fact Book 2019-2020.
9	Standards III, V	Academic Catalog: https://academiccatalog.wpunj.edu/misc/catalog_list.php?catoid=1 Annual Academic Assessment Committee (AAC) summary report (forthcoming fall 2020) Curriculum process Institutional Effectiveness Plan Sample Faculty Senate meeting minutes
10	Standards I, III, IV, V, VI	Annual strategic plan update report, fall 2019 Budget process
11	Standard VI	Audited Financial Report Budget process
12	Standard VII	Board of Trustees (BOT) By-Laws Sample BOT minutes
13	Standard VII	Sample BOT agenda
14	Standards I, II	New Jersey Parent and Student Consumer Information Board of Trustees (BOT) By-Laws Admissions Office website Registrar's Office website
15	Standard III	IPEDS Human Resources Report Faculty senate website with By-Laws

Introduction to the University

William Paterson University of New Jersey is a public masters-comprehensive university located in northeastern New Jersey serving approximately 10,000 students, including over 8,500 undergraduate and nearly 1,500 graduate students. Richard Helldobler became the University's eighth president on July 1, 2018. The third oldest public institution in New Jersey, WP was founded in 1855 as a normal school in the city of Paterson dedicated to the preparation of teachers. The state of New Jersey took over the school in 1923 and established the New Jersey State Normal School at Paterson. Its sole aim was "to develop a well-trained teacher for service in the schools of the State." In 1951 the college moved its campus to a 250-acre site in Wayne, NJ, and in 1958 became Paterson State College. Also in 1958, the college was accredited by the Middle States Association of Colleges and Secondary Schools. During 1966, degree-granting programs in fields other than education were added and in 1967, by state mandate, the college was transformed into a multipurpose liberal arts institution. In 1971, the institution became The William Paterson College of New Jersey, in honor of New Jersey's colonial patriot William Paterson, signer of the Constitution, second governor of New Jersey, and U.S. Supreme Court Justice. After petitioning the New Jersey Commission on Higher Education for university status, the institution became The William Paterson University of New Jersey on June 27, 1997.

WP is the third most diverse public university in New Jersey, with nearly 30 percent of its students the first in their families to attend college. The University is proud to be designated a Hispanic-Serving Institution (HSI) by the U.S. Department of Education with at least 25% enrollment of undergraduate full-time equivalent students claiming Hispanic heritage (Introduction. HSI status). The institution is also committed to supporting veterans and active service members. It has been honored as a "Military Friendly School" by militaryfriendlyschoools.com and has been included in their Guide to Military Friendly Schools each year since 2011. The University is committed to providing an outstanding and affordable education for all its students. For the past six years, it has held increases in undergraduate tuition and fees to less than two percent. Each year the university awards more than \$1 million in donor-funded scholarships and another \$10 million in direct institutional support.

The university offers 57 bachelor's degree programs, 26 graduate degree programs, two doctoral programs (clinical psychology (PsyD) and nursing practice (DNP) and 48 certificate programs, which includes the addition of 26 new certificates approved in spring 2020 (Introduction. Active Degree Programs, Fact Book 2019-20). Degree programs are offered through five academic colleges: Arts and Communication, the Cotsakos College of Business, Education, Humanities and Social Sciences, and Science and Health. An Honors College provides students a rigorous curriculum of courses and co-curricular activities. The School of Continuing and Professional Education provides non-credit certifications.

WP's 372 full-time faculty members are distinguished scholars and teachers and include 41 Fulbrights, two Guggenheim Fellows, and recipients of numerous other awards from the National Science Foundation, the National Endowment for the Arts, the National Endowment for the Humanities, the U.S. Department of Education and others. Students benefit from individualized attention from faculty, small class sizes, and research, internship, and clinical

experiences. Approximately 50 percent of students participate in a career-related external learning experience such as internships, clinical rotation, or student teaching. Students also are actively involved in research and creative activities with faculty on projects leading to presentations at regional, state, or national conferences or to publications. In 2016 the university established a week-long series of scholastic presentations titled Explorations, to highlight the depth and quality of student and faculty research. Explorations is now a month-long event.

The university was the first public NJ college or university to require new undergraduates to take a course on civic engagement (Introduction. First to require civic engagement, UCC). Annually, more than 2,300 students enroll in over 40 different civic engagement courses in a variety of disciplines contributing more than 7,200 hours to community service projects. The institution is a founding member of New Jersey Campus Compact and recognized for leadership in the American Democracy Project.

WP's state-of-the-art facilities provide students with a variety of opportunities for classroom and experiential learning, including its recent 80,000-square-foot, \$40 million academic building, University Hall. Funded in part by \$30 million from the state's "Building Our Future" Bond Act, the facility provides general-use classrooms and dedicated laboratories and clinical spaces for programs in nursing, communication disorders, and public health. The Science Complex encourages an interactive learning environment with nearly 100 research labs and 50 teaching labs. HD-ready TV studios, radio broadcast studios, sound engineering facilities and state of the art robotics in fine arts offer arts and communication students hands-on professional skills for internships and careers. Business students take advantage of the Russ Berrie Professional Sales Laboratory, a computerized multimedia facility that simulates business office environments, and its Global Business and Finance Institute with its simulated trading room. University Commons, including the John Victor Machuga Student Center, is the hub of campus life, providing students with development services, activities, meeting rooms, and dining venues, all under one roof.

An active campus life includes residential housing for nearly 2,600 students. Social, cultural, and recreational activities include 115 campus clubs and organizations, 13 NCAA Division III intercollegiate sports teams, and 6 club sports teams. Cultural events take place throughout the year, featuring both William Paterson's own talent and renowned professional artists. Among the programs are jazz, classical, and contemporary concerts; theater productions; gallery exhibits; and the acclaimed Distinguished Lecturer Series, now in its 38th season. WP is committed to sustainability and is a charter signatory of the American College & University Presidents Climate Commitment. Its solar panel installation ranks among the 10 largest university installations in the United States, supplying 15 percent of the institution's energy needs, for a savings of \$10 million over 15 years. Since 2001, William Paterson's electricity consumption has decreased 10 percent and natural gas consumption has decreased 50 percent.

Following its last decennial self-study and MSCHE re-accreditation, the University Community created and the BOT approved Strategic Plan 2012-2022, including mission, goals and values. Discussion begins in Standard 1.

Standard I: Mission and Goals

Overview

The following narrative shows how the University's mission and goals convey its purpose as an institution of higher education. Aligned with the criteria of Standard I as well as Requirements of Affiliation 7 and 10, these guide all institutional facets and constituents - faculty, administration, staff, and external constituencies - in decision making related to planning, resource allocation, and curricular development. Our mission and goals were developed through a collaborative process engaging constituents across the campus, approved and supported by the university's Board of Trustees (BOT) and available to stakeholders and the public on the University webpages. College programs and non-academic units have missions and goals that guide their work as well and are available in Campus Labs for reference for assessment. The University evaluates its goals annually for continuous improvement. Our mission focuses on ensuring student success by providing affordable quality education, retaining and graduating our students, and increasing enrollment of students whom the institution can realistically assist to completion.

Analytical Narrative

Our Mission

William Paterson University of New Jersey is a public institution that offers an outstanding and affordable education to a diverse traditional and nontraditional student body through baccalaureate, graduate and continuing education programs. The University's distinguished teachers, scholars and professionals actively challenge students to high levels of intellectual and professional accomplishment and personal growth in preparation for careers, advanced studies and productive citizenship. Faculty and staff use innovative approaches to research, learning and student support to expand students' awareness of what they can accomplish. The University's graduates embody a profound sense of responsibility to their communities, commitment to a sustainable environment and active involvement in a multicultural world.

Our Vision: The University in 2022

William Paterson University will be widely recognized as the model of outstanding and affordable public higher education characterized by rigorous academic preparation and a wide array of experiential, co-curricular and extra-curricular opportunities. The University will be distinctive for nationally recognized programs that prepare its students for the careers of today and tomorrow and known for its support of the personal growth and academic success of a highly diverse student body. It will be an institution of first choice for students committed to transforming their lives and making a difference.

Our Core Values

At the core of everything we do are the following five values:
Academic Excellence, Creating Knowledge, Student Success, Diversity, and Citizenship.

Our Strategic Goals: 2012-2022

The university lives and accomplishes its mission through the five goals of its Strategic Plan 2012-2022 (I.01. William Paterson University Strategic Plan 2012-2022).

Goal 1: Offer Academic Programs of the Highest Quality

Goal 2: Achieve Student Success by Increasing Matriculation, Retention and Graduation

Goal 3: Provide Students with Exceptional Opportunities Beyond the Classroom

Goal 4: Enhance the Sense of Community Throughout and Beyond the University

Goal 5: Establish the University as a Model of Outstanding, Affordable Public Higher Education

These goals are reflected in each of the 5 *institutional priorities* the university established under our new President Helldobler in consultation with the BOT: A) increase enrollment, B) improve retention rates, C) improve 4-year graduation rates, D) improve employment rates and E) identify new revenue sources. These are discussed in Standard VI as well..

Development, Support and Accessibility of Mission and Strategic Plan Goals

Development of WP's Strategic Plan 2012-2022 began with open fora and discussions in AY 2010-2011 (I.01 Sample Chronology on Development of Strategic plan). The discussions resulted in recognition that the university needed an integrated and comprehensive strategy to move forward. All areas of the university community were engaged in the planning, development and implementation. WP President at that time, Dr. Kathleen Waldron (2010-2018), provided periodic campus communiqués on the status of development through a dedicated website. Feedback was sought at regular intervals. While integrating and updating the 2003 Facilities Plan, the 2005 Student Success Plan, the 2007-2012 Academic Plan, and the 2010 Strategic Plan for Alumni Engagement, the new plan also addressed and updated goals developed by the BOT in 2008. Implementation teams numbering close to 200 people included faculty, students, trustees, alumni and staff, and were led by Cabinet members from the various university units. This process resulted in the first formal university strategic plan (I.01 Strategic Plan 2012-2022). From that, each of the colleges developed and published a college strategic plan as did other units across the University. Complying with the Requirements of Affiliation 7, Strategic Plan 2012-2022 was adopted by the BOT on March 19, 2012. (I.01 BOT Resolution on Approval of Strategic Plan, pages 2.10 to 2.12). The BOT has responsibility to support and enable the university's mission and goals (I.01 Powers and Duties of BOT).

The mission and goals of the institution are presented and described on the university's webpages under the "About Us" tab. The colleges' missions and goals are aligned with those of the university and displayed on their webpages as well. Further, the mission, goals and student learning outcomes (SLOs) of each program within the colleges are loaded into our Campus Labs Planning module to ensure assessments are attuned to the mission of the college and the goals of the university. Institutional Key Performance Indicators (KPIs) are also displayed across websites, including the President's Office and the BOT website (I.01 University KPIs). The University's Office of Marketing and Public Relations communicates newsworthy information about new programs, faculty accomplishments, student successes and other news that showcases

efforts at attaining our strategic goals. These communications reach stakeholders through the WP Magazine, social media accounts (e.g., Facebook, Twitter, LinkedIn and Instagram), digital and print publications, publicity, and the university website's home page (I.01 University News Feed). Alumni Relations also publicizes alumni achievements (I.01 Alumni webpage).

Guidance Provided by Mission and Goals

Most important, our mission and goals guide decision making regarding planning and resource allocation (discussed also in Standard VI). Some decisions driven by assessment of goals are:

- student success initiatives (to increase declining retention and graduation rates) include the recent revision of the First Year Experience course (Will Power 101 and 102)
- establishment of the new Center for Diversity and Inclusion and Black Cultural Center (evidence of student discontent coupled with NSSE data showed that we needed to address our goal to serve all students in the community and abroad)
- additional funding support for student travel to present research (to facilitate student success, we needed to get students to conferences and research sites for scholarly work)
- launch of the “Collaboratory,” the Humanities Digital Liberal Arts Lab (evidence from student surveys and career analyses told college leaders and faculty that digital skills are needed for our students’ career trajectories)
- introduction of new academic programs over the last five years, such as the master’s in Materials Chemistry and Masters of Science in Finance and Financial Services (market needs analyses showed that we needed new, more cutting-edge majors)
- launch of new online degree programs, including Disability Studies (BA), Literacy (MEd) and Curriculum and Learning: School Library Media Concentration (MEd) (I. 01 Online Degree Programs); followed by contracting with Academic Partnerships® to develop “WP Online,” a series of online graduate programs in Business, Education and Nursing begun summer 2020 (attention to our growing body of non-traditional working students indicated the need for online programs)

Further, investments were made in a number of capital projects to support teaching and learning, including active learning classrooms in University Hall, the 2019-20 renovation of classrooms in Hunziker and Preakness Halls, and renovated space in Cheng library to provide a tutoring center in support of student success. Faculty are also guided by the mission, vision and values, as shown in the constitution of the Faculty Senate (FS). FS Bylaws provide for specific FS Councils that support student learning, such as the Assessment Council, Graduate Policy Council, others.

Internal and External Contexts and Constituencies

WP’s mission and goals address both external and internal constituencies. As a public comprehensive institution of higher education, everything we do as educators is internally focused on our students for their benefit as well as that of society. Our core values, namely academic excellence, expanding the boundaries of knowledge and creative expression, student success, diversity and citizenship, all speak to our focus on developing students for meaningful lives. The University exemplifies its commitment to these values through professional development for faculty, reassigned teaching time for faculty research, and commitment to

student success initiatives offered frequently through the Academic Development Office.

In the areas of enrollment, retention, matriculation and graduation rates (internal benchmarks), the Division of Enrollment Management (EM) has developed a mission and core values that reflect and align with the university's mission and core values (I.01 Enrollment Management Mission Statement). Each member of the Enrollment Management team works to attain market prominence, achieve optimal enrollments through progressive recruitment and monitor retention efforts while recruiting students that the university can realistically expect to graduate. In addition, it has developed a Strategic Management Committee to negotiate strategic plan objectives (I.01 Strategic Enrollment Management Committee webpage).

One impactful external constituency is the Pesce Family Mentoring Institute, which supports academic excellence, career success and diversity through mentoring. The Institute, matches students (mentees) with a mentor from the outside professional community. Mentors are successful professionals, and include alumni as well as other community partners, who share their experiences and valuable life lessons with their mentees. Created in the last decade, the Institute has matched approximately 250 mentors with mentees annually. The Institute was made possible through a gift by BOT member William Pesce and his family.

Other external partnerships that serve our mission and goals include cultural collaborations such as the MFA graduate student summer exhibition at the Morgan Lehman Gallery in New York City (NYC) as well as the partnership between WP's Center for Chinese Art and The New York Gallery of Chinese Art in NYC. The College of Science and Health partners with local medical organizations, such as the Atlantic Health System, to provide nursing and health students with clinical rotations. The College of Arts and Communication's Department of Music is an active partner in the Paterson Music Project (PMP), which empowers school-age children to achieve the joyful pursuit of musical excellence. PMP joined with WP's Music After School Program to create a central band site at a local school that serves over 60 students. Our programs have relationships with key corporations, institutions, and professional services firms in the surrounding area including internships and apprenticeships with NBC Universal in New York and New Jersey, and with MWWPR in Secaucus, NJ, for public relations students. In AY2019-20, the Career Development Center implemented Handshake, an online career development tool through which students can participate in job fairs and apply for jobs. In the first month of use, more than 300 employers joined the service. The university continues to expand its reach to alumni through various social media outlets. These have created over 20,000 opportunities for communication with alums and quadrupled the number of followers for our alumni Instagram.

Appropriateness of Goals

The goals of the strategic plan were developed within the context of best practices in higher education and mesh with university mission, vision and core values. Some examples include:

Goal 1: Offering programs of quality

Several WP programs are accredited by external reviewers, such as AACSB (Business), CAEP (Education), CCNE (Nursing), among others. New programs in particular are geared towards the workforce. For example, the new Materials Chemistry graduate program provides chemists,

chemistry educators, and materials scientists with a cutting-edge curriculum focused on design and synthesis of next-generation materials. In the College of Science and Health, the Department of Nursing's BS, MS, and DNP programs prepare nurses critical to the community workforce. In summer 2020 the university rolled out its online education initiative, WP Online, offering several fully online graduate programs in business, nursing and education. To ensure quality, the University worked with the professional online firm Academic Partnerships® to develop these programs. The School of Continuing and Professional Education began working with the colleges to offer professionally-oriented adult degree completion programs with its first program in Health Studies in spring 2020. These fully online and professional degree completion programs are appropriate to our mission to serve working students. NSSE 2018 data show a larger percentage of our students are employed compared to their regional peers.

Goal 2: Matriculation, retention and graduation

With this goal in our sights, the university is making progress toward increasing matriculation, retention and graduation rates. In 2018, the university brought in the largest freshman class in its history with approximately 1,700 students. In fall 2019, the freshman class was approximately 1,529 students, also one of the largest entering classes. As of spring 2020, the university enrolled 7.4% more freshman students than the prior spring and 7% more graduate students (I.02 Factbook19-20, see Tables 1.1 and 3.1). The six-year graduation rate rose from 52.3% for the fall 2012 full-time first-time (FTFT) entering cohort to 55.3% for the fall 2013 entering cohort.

Goal 3: Exceptional opportunities for students beyond the classroom.

The University understands that active learning, including civic engagement, is a best practice in academia, and thus provides exceptional opportunities for students beyond the classroom. For example, the College of Humanities and Social Sciences provides a Summer Study Abroad at Cambridge University in England while the Communications Department has sponsored four trips to the island of Vieques, Puerto Rico, to assist the island's local radio station and residents recovering from the damage of Hurricane Maria (I.02 Humanitarian Efforts Webpage). The university emphasizes the importance of civic engagement by enhancing the University's participation in the nationally recognized American Democracy Project (I.02 American Democracy Project) and Campus Compact (I.02 Campus Compact). WP received a gold seal at the 2019 ALL IN Challenge Awards Ceremony held by the ALL IN Campus Democracy Challenge, a group committed to increasing college student voting rates. At WP, the voting rate of students increased 25.5% from 2014 to 2018.

Goal 4: Foster and encourage a sense of community

The Office of Student Activities works with students and the university community to plan activities for Theme Celebrations including Welcome Week, Pioneer Pride, Latin Heritage, LGBTQ Celebration, African Heritage, Women's History, Spring Week, De-Stress Fest and more. Other activities include leadership workshops, community and civic engagement activities and weekend events. Faculty enjoy community through workshops offered by the Center for Teaching Excellence, among others, and social interaction at the Faculty and Staff Dining Room.

Goal 5: Model of public higher education

Our mission concurs with the idea that successful faculty deliver quality educational experiences. In 2019, English Professor Marina Budhos became one of 36 writers to receive a fellowship in

creative writing from the National Endowment for the Arts. (I. 02 Creative Arts Award). Also in 2019, WP was included on the list of U.S. colleges and universities that produced the most 2019-2020 Fulbright U.S. Scholars with 35 Fulbright winners (I.02 Fulbright Awards).

In 2019, WP was named by Billboard Magazine as one of the top 20 music business schools in the nation (I.02 Top 20 Business Music School). WP was ranked No. 13 in the nation by GradReports.com for the economic pay-off of its master's program in Speech Language Pathology. The PsyD program was included in US News and World Report's Best Clinical Psychology Doctorate programs (I.02 Best Clinical Psychology Programs).

Significant to our goal to be a model of education is the work we do to improve the lives of our students. We are making progress there. *U.S. News & World Report's* newly-released 2021 edition of "Best Colleges" includes a list of top performers on social mobility, that is, how well schools graduate students with exceptional financial need. William Paterson ranks no. 38 of 176 regional universities in the northern United States, jumping 27 spots from last year's report. Also, WP was recently recognized in *Washington Monthly's* 2020 Master's Universities Rankings, a unique ranking based on an institution's contribution to the public good in three broad categories: social mobility, research and promoting public service.

Our goals support inquiry and creativity in both students and faculty. Though discussed more fully in Standard IV, it should be noted here that the Assigned Release Time (ART) program for faculty provides an automatic course release for the first four semesters for new, tenure-track faculty to allow them time to make progress in scholarship and creative work. All other faculty are supported through a competitive proposal process for ART (I.02 ART Application Approval Process). Faculty can also apply for sabbatical leaves and receive support for travel to conferences for poster and paper presentations or exhibitions. Student research is supported as well through the Student Research and Creative Expression Program (SCREP). In April 2018, 16 Honors students presented their research at the Northeast Regional Honors Council Conference. Information on Honors research is on their website (I.02 Honors Student Research).

Assessment of Goals

Committee 2022 was established during the process of construction of Strategic Plan 2012-22 to conduct an annual review of progress toward goals and objectives and to produce an annual report to the campus community highlighting progress and identifying action areas. The committee publishes its annual progress report on the Strategic Plan website (I.02 Sample Annual Strategic Plan Progress Reports Fall 2018 and 2019). The reports are reviewed by university leadership for the purpose of assessing results and progress and for planning. One area the university leadership and community identified as needing improvement was in diversity and inclusion. As expressed in the strategic plan report 2018, the university is addressing this concern. New training modules on these topics were introduced in summer 2019, fall 2019, and spring 2020 as part of professional development for all university employees. The university has moved forward in diversity initiatives for students as well, with establishment of diversity centers for students and follow-up with analysis and practice regarding our role as a Hispanic Serving Institution (HSI) (both discussed in Standard II).

Key Performance indicators (KPIs) are the measures used to assess our mission and goals. In

November 2018, President Helldobler brought more focus on setting relevant KPIs and more stringently aspiring to them. There are now 17 University KPIs with every division and department having their own KPIs and sub-KPIs (discussed more in Standard VI). While results after the first year of intense focus on the KPIs did not rise to expectations, spring 2020 data have demonstrated improvements in the areas of new enrollment for full-time students; we exceeded new transfer, freshmen, readmit, international and second-degree enrollment goals for spring 2020 (I.02 President's Address on Spring 2020 Enrollment. See pages 1-3).

Implementation of the new freshman seminar, Will Power101 (fall 2019) and 102 (spring 2020), is showing some encouraging gains. The university saw a 2.5% increase in fall 2019 to spring 2020 first-year student retention rate over the previous year. The number of first-year students earning 12 or more credits increased in fall 2019 when compared with the previous fall. Further, these students overall GPA showed small increases. In developmental Math 1060, the pass rate jumped from an historic average of 32% to 59% in fall 2019 after it was moved out of the Math Department and into First Year Foundations where students received extra help. Thus the KPIs are not only giving us data but also helping us measure how relevant and achievable our goals are. In fall 2019, WP received a Best Practices Award from the Commerce and Industry Association of New Jersey for our implementation of the KPI system. WP's Institutional Effectiveness Plan provides context to the assessment process at the university, including the strategic plan. The mission and goals are regularly assessed for their relevance (I.04 Sample Strategic Plan Annual Update Fall 2019) and the institution looks forward to final reviews in readiness for the development of a new strategic plan from 2023 forward.

Conclusion: Strengths and Challenges

The University has set quality goals and has made good progress towards achievement. Notwithstanding, we face challenges. Chief among these is the threat of continuous enrollment decline, in part precipitated by the national decline in the number of high school graduates who make up the traditional student population in the US. Recognizing this, the university has moved forward with steps to serve and attract a growing non-traditional population with new online delivery and degree completion programs. Increased attention to retention in the first year has been an institutional priority with implementation of revised first-year experience courses, Will Power 101 and 102. Importantly, the university looks forward to the opportunity to undertake a review of its current vision, mission, and goals as it embarks on developing a new strategic plan going forward for 2023. This self-study will be a key driver of our new strategic plan.

Recommendations for Continuous Improvement

- President Helldobler's reinforced focus on KPI's to measure strategic goals is positive movement forward in pivotal campus areas and should be continued.
- The university should continue to focus on innovating new academic programs, online program delivery, retention and enrollment initiatives in service to our mission.
- Using this self-study, the university should begin embarking on construction of a new strategic plan going forward as the current plan ends after 2022.

Standard II. Ethics and Integrity

Overview

Ethics and integrity are part of the fabric of WP, reflected in our daily institutional operations and guided by federal, state and university policies and procedures. The following discussion and analysis show WP's commitment to uphold and practice ethical behavior and integrity. Our strategic goal of academic excellence includes "freedom and integrity, as well as an expanded sense of what an individual can accomplish." WP makes accessible documents that support academic freedom and integrity. It promotes the expression of all aspects of diversity as a core value. For example, as a result of discussions among the WP campus community on respect for diversity and inclusion, the Center for Diversity and Inclusion and the Black Cultural Center opened in Fall 2019 with the goal of supporting an environment in which individuals of all cultures and identities are understood and valued. The President followed with other diversity initiatives as well, including developing WP's role as an HSI. WP provides ethics training for all faculty, staff, and students and has policies and procedures for grievances as well as mandatory training and reporting on potential conflict of interest. This section discusses WP's practices for hiring, evaluating, and promoting faculty and staff with documentation available in published handbooks. As a public institution, WP adheres to its obligation to be truthful and accurate in the information it provides to the public. It complies with federal and state reporting and administrative requirements through submissions to IPEDS and SURE, as well as Middle States' Requirements of Affiliation. Finally, despite the decline of state support for scholarships and aid, WP is finding new ways to advance affordability and accessibility in service to our mission.

Analytical Narrative

Academic Freedom and Respect

WP's Strategic Plan posits academic excellence, including freedom and integrity, as a core value, promising "to model and to impart to our students the highest standards of knowledge, inquiry, preparation, freedom and integrity, as well as an expanded sense of what an individual can accomplish." To carry out this plan, the University provides published documentation supporting academic freedom and integrity, such as the Statement of Academic Freedom in the faculty and staff handbook (II.01 Statement of Academic Freedom-Faculty Handbook); our mission, vision and core values on our website (II.0I. Mission, Vision and Core Values), and guidelines and procedures on demonstrations and freedom of speech and dissent (II.01. Demonstration Guidelines and Procedures). Currently the VP of Student Development is leading a committee of faculty and staff to address free speech on a public campus. We await their report on plans.

WP adheres to the following principles of academic freedom, as documented in faculty and staff handbooks: "1) members of The William Paterson Teaching/Learning Community are entitled to full freedom in research and in the publication of results; 2) each member of The William Paterson Teaching/Learning Community is entitled to freedom in the classroom in discussing his or her subject; 3) members of The William Paterson Teaching/Learning Community are citizens and members of a learned profession. When the individual speaks or writes as a citizen, he or she should not represent himself or herself as a spokesperson for the Institution" (II.01. Statement of

Academic Freedom – Faculty Handbook). In 2020, the VP for Human Resources reported no complaints or files of grievances regarding violations of academic freedom in the past five years.

Fostering Respect

Learning and sharing with respect to diversity and inclusion are part of the culture at WP. One of the University Core Curriculum (general education) areas required of all students is Diversity and Justice (Area 4). Courses in this area prepare students to participate more ethically in a diverse society and rise to its challenges. The University has also made a commitment to equity and diversity among faculty and staff by establishing university-wide mandatory diversity and inclusion training in order to foster an inclusive work environment. Summer staff training in 2019 included a mandatory two-hour session on understanding diversity and unconscious bias. Similar workshops were provided for faculty as well. Summer 2020 workshops for faculty, for which attendance at a certain number of these is required, also included topics such as Unconscious Bias and Stalking Dynamics and Behavior - What it looks like and how to report it.

WP admits and graduates increasingly diverse populations of students. Diversity is a core value:

“WP values and promotes the expression of all aspects of diversity. WP maintains a campus culture that welcomes diversity of personal circumstances and experiences and prepares students to become effective citizens in an increasingly diverse, interdependent and pluralistic society” (II. 2. Diversity-Core Value).

One example of how we serve this core value involves an incident in April 2018 when a WP student was involved in an incendiary online video that included racist language; it received a significant amount of negative social media commentary. A town hall meeting was held for students and the WP community to voice concerns about respect for diversity among our students and the community at large. This began a process to identify not only concerns but also potential responses to this situation. In September 2018, President Helldobler put together a task force to discover and define a multicultural center(s) for the university and other opportunities for learning about the value of diversity and inclusiveness. This year-long process of information gathering from all units across campus resulted in the October 2019 opening of two Centers, the Center for Diversity and Inclusion and the Black Cultural Center (II. 2. Opening Black Cultural Ctr, Diversity & Inclusion Ctr). A director was hired to oversee both Centers.

The Center for Diversity and Inclusion established as its vision “promoting cultural awareness, knowledge and inquiry so that students can learn more about their personal identity(s), appreciate the uniqueness of others, and contribute to the creation of a more just society” realized “through proactive and inclusive outreach and programming. The Black Cultural Center “promotes “awareness of and appreciation for Black descent experiences (including African-American, Caribbean, Afro-Latinx, and African Diaspora) and builds community through resources that enhance and strengthen cultural competence for the campus and surrounding communities” (II. 2. Black Cultural Center – Mission). Both Centers involve students in activities such as an Intergroup Dialogue, which enables students to share experiences and learn from reading materials and videos. A new Social Justice Leadership Badge, which “gives students of all identities the opportunity to understand systems of oppression, privilege, identity development, and strategies to create a more fair and just world,” will pilot in Fall 2020 (II. 2. Diversity Building Activities). The Centers help guide university life for students and faculty.

A variety of student clubs, programs and scholarship grants are dedicated to diversity and equity as well including the Social Justice Project; ESL training; civic engagement opportunities; the Holmes Honors Program (which supports students from historically underrepresented groups); Teach. Inspire. Educate (T.I.E. Program); Garden State L-SAMP (fostering minorities in STEM areas); and WISE (Women in Science and Engineering). Other campus programs that work towards understanding diversity and inclusion are: LGBTQIA Education, Outreach and Services; the Women's Center; and student groups such as the Black Student Union, Muslim Student Association, Organization of Latino Students, Filipino American Cultural Entity, and others.

Building Diversity and Our Role as an HSI

The faculty have been instrumental in building diversity in the classroom. One group of faculty formed the Social Justice Project specifically to create an environment on campus that is welcoming, inclusive, and supportive for all its members. Existing prior to 2015 as the Race and Gender Project, this group has roots in work on creating courses for Area 4 of the UCC, Diversity and Inclusion. It works to engage issues of racism, sexism, and inequality through campus-wide discussion and course instruction. With that, the Project organizes pedagogy workshops and brings in speakers on justice issues. It works with the Center for Teaching Excellence to provide training for new and seasoned faculty to educate them on how to build theory and praxis both in the curriculum and the campus culture. In addition the Gandhian Forum, a foundation-sponsored group of faculty dedicated to educating on peace and justice, brings in a qualified speaker or panel every semester to talk to students and the university community on justice issues. Student attendance at these talks is generally high.

Very early in his administration President Helldobler reinforced commitment to building diversity. He announced in his fall 2019 presidential address to the University the establishment of two distinct diversity initiatives. Making official his commitment to support diversity and inclusion on our campus and our mission as an HSI, he said, "This year we're going to focus on conversations with our LatinX and LGBTQIA students to determine their needs." With that, he charged two working groups of faculty and staff, overseen by the VP for Student Development and supported by the Provost, to provide reports and recommendations for advancing LGBTQIA initiatives as well as HSI/Latinx initiatives.

The LGBTQIA Needs Assessment working group, led by the Director of the Center for Diversity and Inclusion and the Black Cultural Center, was charged to "[M]ake recommendations to the President based on the assessment of needs and obstacles of our LGBTQIA (all populations that identify as such) to determine roadblocks to student success." Specific recommendations included ideas on best practice strategies to track students who self identify, possible programs or initiatives that would create better success strategies for students (success defined as retention and graduation), and a list of quantifiable benchmarks to measure success of these actions. The committee produced its report in spring 2020 (II. 2. LGBTQIA Needs Assessment Workgroup Recommendations, March 2020). One action the University is taking as a result is the creation of a Diversity Council, announced by President Helldobler in summer 2020, comprised of faculty, students and staff with the aim of "creating a Diversity Statement and Diversity Strategic Plan" and to "monitor the progress of the LGBTQIA Needs Assessment Taskforce and Hispanic Serving Institution Taskforce."

The goal of the HSI/Latinx working group, the Hispanic Serving Institution Taskforce, is to lead conversations with stakeholders, especially students, across the institution to determine what William Paterson should be doing to enhance its HSI status, and move from a Hispanic-*enrolling* institution to a Hispanic-*serving* institution. The group is led by the Associate VP for Campus Life and two faculty members. The President asked once again for not only ideas about goals but also benchmarks to help measure progress towards goals. Recognizing that the University has had HSI status for a few years, he noted, “I am aware that conversations have taken place before but we are now going to be intentional about this effort.” Evidence of that intentionality is already at play in two recently submitted scholarship grants, one to the National Science Foundation IUSE-HSI and one to the Health Resources and Services Administration (HRSA) Scholarships for Disadvantaged Students (SDS). The university was awarded the HRSA grant in spring 2020 and will receive \$650,000 for the first year with potential for five years.

Also in service to our mission of diversity, the President has committed to a pre-doctoral fellows program in support of the career launch of underrepresented faculty. Under leadership of the Provost, departments apply to participate and, informed by instructional need, five will be selected to search and hire an ABD doctoral candidate seeking a career at a regional state university where teaching quality is emphasized and multiple forms of scholarship encouraged. The hires will be part of a cohort, receive mentoring, and have a reduced teaching load while completing their dissertation. Departments may transform the position to a full-time tenure track line by the end of the first year, or the program’s end after 2 years, by mutual consent and the Fellow having earned their doctoral degree. The program kicks off in fall 2020.

Grievance

WP grievance policies are publically available. Human Resources provides information on its Grievance Process webpage (II.03. Grievance Process – HR) and also provides Guidelines to the Disciplinary Process for Classified Employees that describes the disciplinary process, responsible persons, the right to appeal, and the types of behaviors that warrant disciplinary action, among other topics (II. 3. Guidelines to the Disciplinary Process for Classified Employees). Claims can also be addressed to the AFT (Union) Grievance Procedure included in the State AFT (Union) contract for faculty and staff. (II.03. see page 6, Article VII, AFT Agreement), which describes the purpose, formal steps and timeline for an AFT member to file a grievance against the University. Other complaint policies include the workplace discrimination and harassment credo to: 1) investigate, in good faith, complaints of discrimination and harassment, 2) ensure a fair, effective, and comprehensive response to complaints, and 3) act to proactively stop the conduct, remediate its effects, protect effected individuals, and prevent further occurrences, contained in the University’s non-discrimination policy (II.03. Non-discrimination Policy). Additionally, WP adheres to its Title IX responsibilities to “take prompt steps to address both harassment and hostile environment discrimination and if found, eliminate and/or remedy their effects (II.03. Title IX). WP’s Title IX Coordinator sends out an annual Title IX notice that includes relevant policies and detailed information with specific and concrete examples and contact information for questions and concerns (II.03 Annual Title IX Notice).

The Office of Employment Equity and Diversity is the home of the Title IX Coordinator and Deputy Title IX Coordinators for Students, committed to ensuring a fair, equitable, and comprehensive response to allegations of sexual harassment and all forms of sexual misconduct

for all community members. Effective August 14, 2020, and in accordance with the Title IX Final Rule, the University implemented the Title IX Grievance Policy and Process for Sexual Harassment Complaints (II.03 Title IX Grievance Policy and Process for Sexual Harassment Complaints). In addition, the University implemented the Student Sexual Misconduct and Non-discrimination policies and processes which, along with relevant Federal and State law, outline expectations of community members, prohibit conduct, and provide resource support services (II.03 Student Sexual Misconduct and Non-discrimination Policy). Title IX Coordinators have partnered with SUNY's Student Conduct Institute to provide high quality and comprehensive training for University Title IX Coordinators, investigators, decision-makers, appeals officers, alternative resolution, and other administrators who participate in the Title IX and sexual misconduct investigation and adjudication process (II.03 Student Conduct Institute – SUNY). Additionally, the Title IX Coordinators support efforts and facilitate ongoing training of University designated responsible employees. The Coordinators are committed to proactively responding to and addressing allegations of sexual harassment and all forms of sexual misconduct to support a safer campus community.

Conflict of Interest

As an agency of the State of New Jersey, all WP faculty and staff must act in compliance with mandatory training, the reporting of potential conflicts related to travel, the receipt of gifts, the expenditure of funds, the hiring and supervision of family members (nepotism), outside employment and political activity, and other issues. The university makes available to its employees the State of New Jersey Uniform Ethics Code and Plain Language Guide to New Jersey's Executive Branch Ethics Standards. All employees are required to complete either long- or short-form ethics training annually that is monitored and enforced by the Ethics Liaison Office in HR (II.04. Ethics, Conflict of Interest Guides). They must also complete the Scholarly Capacity Annual Disclosure Form to report the type and amount of any contributions such as honoraria, travel costs, or other compensation for delivery of their scholarly work given by a third party. An additional area of ethics training and oversight exists for those involved in submitting proposals for grants, contracts or sponsored projects through the Office of Sponsored Programs (OSP). Those faculty are required to complete training and have up-to-date disclosure statements on file. Information about these requirements is in the OSP's Proposal and Award Management Handbook on the OSP website. The OSP's Conflict of Interest and Commitment Disclosure Policy addresses concerns and standards required by Federal Government and other sponsors and serves the State of New Jersey's requirements as well as requirements from external accrediting bodies (e.g., Middle States, AACSB, CAEP). It is located on the OSP website (II.04. OSP Conflict of Interest Policy).

Student Academic Integrity

The University holds its students to a high degree of ethics and integrity as well. Policies regarding plagiarism and academic theft as well as downloading copyrighted material is contained in the Faculty and Professional Staff Handbook and Student Code of Conduct 2019-2020 (II.04. Student Code of Conduct). WP's commitment to student academic integrity is managed by each college, that is, cases of plagiarism are adjudicated per the college's guidelines. This practice is in accordance with University policy. With that, the Faculty and Professional Staff Handbook provides established recourses when an incident of academic integrity comes up, such as: 1) Resubmission of the assignment 2) Failure of the assignment 3) Failure of the course

4) Forced withdrawal from the course with no credit received 5) Imposition of other appropriate penalties with the consent of the student and 6) Recommendation to the President of suspension or expulsion from the University. For any of these actions, the faculty member provides a written record of the sequence of events placed in the student's permanent record with a copy to the student (II.04. Academic Integrity for Students – Faculty Handbook).

In support of academic integrity violations handled within the individual colleges, the Office of the Dean of Students functions as the centralizing body overseeing academic dishonesty actions. That office keeps a list of reported students who have committed violations of academic integrity, which functions as the repository of offenders. Professors can check that list for repeat incidents. According to the Dean of Students, the total number of academic integrity violations reported to Student Development since Fall 2014 is 126. This semi-decentralized process enables a college to address violations in ways that are appropriate for its student and situation. The central repository additionally enables professors to check to see if a student has previously committed academic violations. There have not been complaints about this system to date; however, the seemingly small number of cases on this list might suggest that faculty reporting could be more robust in order to create a clearer picture of patterns of academic misconduct.

Fair Practice Regarding Employees

Hiring

WP maintains the importance of adhering to fair and impartial practices in hiring. In addition to posting and disseminating information about state and federal guidelines, the University has developed and maintains an internal series of handbooks in support of best practices on hiring. The Office of Human Resources works closely with search committees, chairpersons, and hiring directors to insure diverse candidate pools and ethical search processes and appointments. In the current search committee system, a variety of stakeholders (chosen with the aim of diversity and expertise) comprise the committee, come together to discuss and vet candidates. The committee receives a “charge” by HR, outlining best practices and ethics in hiring. The charge is reinforced by a comprehensive handbook that emphasizes best practices (II. 5. Hiring – Search Committee Handbook). In addition, HR personnel have stepped up their work with colleges and departments to help set up more diverse pools of adjunct faculty. Previously departments hired adjuncts wholly on their own without the expertise of HR diversity hiring agents. In addition, hiring processes have been enhanced by HR's adoption of the electronic HireTouch Applicant Tracking System in 2018. This workflow software ensures that hiring documentation is accurate, private and approved at all levels of administration. This system enables HR to cast a wider net for candidates and keep accurate EEO applicant records.

Performance Evaluations and Promotion

WP staff members, including higher education managers, participate in annual performance evaluations. Employees historically worked together to discuss on-the-job performance, areas for improvement, and opportunities for development in an annual performance evaluation process. However, starting in 2018-19, WP transitioned to a linked, goal-based evaluation whereby employees link their annual performance goals to those of their unit, scaffolding up to the university's strategic goals, and thereby measurable using the KPIs of the University. This scaffolding, or cascade, approach allows employees to link their goals both top to bottom and

side to side within the university's aims and objectives. Assessment of the process is ongoing.

The process and procedure by which union-member staff advance to higher levels is defined within union agreements and made available to WP staff on the university webpages (II. 5. AFT Staff Retention and Promotion Policy and Procedures). The policy includes a section on how one may file a grievance if she or he thinks the policy was violated during this process. Staff and their supervisors also have the opportunity to request a reclassification of their position if they believe there has been substantial change in their job responsibilities. Faculty also have a clearly defined process and timeline for advancing through the higher education system following procedures and policy in the union contract (II.05 Faculty Retention & Promotion Policy & Procedures). The process is evaluated for fairness and efficacy on a regular basis and union negotiations keep the process fair and sustainable. For example, in 2017 changes were made to bring our process more in line with standard practice in regard to awarding simultaneous promotion to associate professor upon award of tenure (previously, WP assistant professors made two applications, one for promotion to associate professor and one for tenure, a laborious process). A "local agreement" with the union signed on Sept. 14, 2017, allowed for promotion to associate professor simultaneously with award of tenure. In addition, in 2018, a committee was formed to review the tenure and promotion guidelines, the Retention, Tenure and Promotion (RTP) Committee, with the aim of clarifying and making concrete the requirements for retention year to year with the goal of tenure and promotion. This process is discussed in Standard III.

Faculty Academic Misconduct

Faculty academic misconduct is handled according to the WP Policy on Research, Scholarship, and Academic Misconduct and Fraud (II.05. Policy on Research, Scholarship and Academic Misconduct & Fraud). The policy defines research misconduct (the fabrication, falsification, plagiarism, or other deliberate misrepresentation in proposing, conducting, or reporting research), fraud (the act of purposefully deceiving or misrepresenting research, scholarly, or academic activities), fabrication (making up false data or statements when reporting data), falsification (knowingly furnishing incorrect information, distorting data, or failure to provide all necessary information) and plagiarism (copying from another source, published or unpublished, without proper credit and/or authorization). The policy establishes a Misconduct Review Committee and a Misconduct Review Officer; burden of proof lies with the institution. Cases of misbehavior or misconduct in the classroom are handled by HR. The faculty member in question is invited to speak to their supervisor and if there is no resolution at that level then HR invites an interview. The faculty member is allowed to have a Union representative at any interview. A Loudermill hearing as part of due process is provided where appropriate before dismissal.

Truth in Communication

Public Relations Announcements

Central to the Strategic Plan is the university's mission as a public entity. WP has an obligation and responsibility to be truthful and accurate in the information it provides to the public, including prospective and current students, parents, the overall university community, and the general public. The university's Print and Electronic Communications Policy governs production of print and electronic materials, including advertisements, student recruitment materials, the university website, alumni communication, media relations, and other promotional materials and

communications. The Department of Marketing and Public Relations ensures brand consistency and factual accuracy by reviewing all materials distributed to external audiences (II. 6. University Print and Electronic Communications Policy). WP's "Announcements—UNV" is an email announcement system managed by IT that conveys information of interest to students, faculty, staff and alumni. Everyone with an active email account receives these announcements.

A separate Social Media Policy governs faculty, staff, and student usage of social media platforms on behalf of the university and provides best practices (II. 6. Social Media & Best Practices Policy). During an emergency or crisis, official messages and statements are distributed on the website, through official university emails, text messages, cell phone messages, and on the university's main social media accounts, which are under the purview of the Department of Marketing and Public Relations. The Marketing and Public Relations Advisory Committee, a university-wide committee of faculty, staff, and students, provides input on campus communication strategies and issues to the VP for Marketing and Public Relations.

Admissions and Open Records

Printed materials and webpages targeting prospective students provide accurate information regarding the admissions process, enrollment, financial aid, academic program offerings, and requirements for degree programs as well as the University Core Curriculum. Information regarding tuition and fees and other costs of attendance are also updated regularly in both print and web materials. Materials are compiled in collaboration with a variety of offices on campus, including Admissions, Enrollment Management, Institutional Effectiveness and others to ensure accuracy. WP communicates its academic offerings and services, open houses, high school visits, fairs, and orientation events via its public website. Advertising and public relations efforts are deployed in digital and traditional media to promote academic programs, faculty and student accomplishments, and other activities. The Office of Institutional Effectiveness maintains required public consumer information on its Public Accountability Reporting page (II. O6 Public Accountability Reporting). The University provides a clear mechanism for providing public information through its Open Public Requests process, accessible in the About Us section of the website. Requests for information from the media are handled expeditiously and honestly by the Marketing and Public Relations unit (II. O6 Open Public Records Request). The "WP Connect" portal is the internal tool behind the firewall for official communication with enrolled students, faculty, and staff. It provides access to policies, enrollment and support services, human resources, university information platforms and systems, and other non-public applications.

Accessibility and Affordability

Central to the university's mission is to provide an outstanding and affordable education. In the last decade, the university has striven to remain affordable to the student population it recruits. Chief among these has been keeping tuition and fee increases under 2% for the last eight years. The Financial Aid office website provides information to current and prospective students on the availability of both federal and state financial aid (II. 07. State Programs – Financial Aid).

The university reviews its student aid, scholarships, graduate assistantships, student employment opportunities, and other support programs to determine the best practices which assist those most in need. A key component in making the university affordable is donor-related scholarships from

alumni and Foundation organizations. The William Paterson University Foundation is an independent, not-for-profit organization whose mission is to “secure philanthropic funding through the identification and pursuit of private gifts, grants and endowments” (II. 07 WP Foundation). Table 2.1 shows how, over the past four years, the University’s Institutional Advancement Office (IA) and the Foundation have worked to provide 2,100 scholarships totaling over \$4.8 million raised through individual gifts, grants and events.

Table 2.1: Donor Supported Scholarships

Year	Number	Amount
2015-2016	482	\$1,106,571
2016-2017	508	\$1,204,264
2017-2018	556	\$1,256,147
2018-2019	556	\$1,270,332
4-year Total	2,102	\$4,837,314

All admitted freshmen are automatically considered for merit-based scholarships. Award recipients are notified within two weeks of their admission, thereby helping families to more quickly make well-informed decisions. Eligible students who complete the admission process after the published deadline are considered for a scholarship award if funds are still available.

The robust *Donor Scholarship Program (DSP)* was responsible for more than 550 awards last year, totaling more than \$1 million to undergraduate and graduate students. These awards are made possible by the generosity of the many alumni and friends who recognize the value of a WP education and wish to make it accessible to students with academic promise and financial need. The *WP Educational Opportunity Fund Program (EOF)* is yet another way the University helps make a college education possible for students who require academic and financial support. This program motivates and engages students in the pursuit of their own academic and professional development and that of others. This supportive program provides students with the tools for and commitment to lifelong learning, leadership skills, and personal responsibility.

In spring 2020 in the midst of the COVID-19 pandemic, IA established the *Student Emergency Support Fund* for students struggling with unanticipated or temporary financial need resulting from the pandemic. All full- or part-time students demonstrating a need for assistance with food, housing, medicine, books, computers or other academic materials needs or any other emergency need deemed appropriate by the dispensing committee could be considered for awards up to \$500. The Fund, totaling \$100,000 was made possible through the generosity of WP donors, including alumni, friends, faculty, staff, and community members. Additionally, \$40,000 from the Foundation’s scholarship fund and \$15,000 from the Alumni Association were earmarked to this Fund as well. The Foundation also increased the interest allocation on the endowment this year by \$182,000 and earmarked it for student emergency needs. In addition, the University applied for and received CARES Act awards for students and institutions totalling \$9.8M.

Another innovation further helping make WP more affordable is the *Pledge 4 Success* program, which makes up the difference between what an eligible student receives from New Jersey TAG and Federal PELL grants and what they owe in tuition and fees. The result is that a student who is eligible for full NJ TAG and PELL grants would not pay any additional costs toward tuition

(housing, books, and other expenses are not covered). To date, 254 students have been awarded \$69,882 in the Pledge 4 Success program. In addition, tuition insurance was made available in 2018-19 to provide relief for students in the event of injury or illness that prevented them from completing the semester. WP pays close attention to those who have, and still do, serve our country. The *Office of Veteran and Military Affairs* provides support to veterans, active duty service members and their families in the transition from military service member to college student. The program's goal is to be responsive to the multifaceted concerns of veterans.

Student Understanding of Support and Funding

The University ensures that students and families clearly understand their financial support and obligations. In fall 2017, WP began encouraging every incoming, accepted student to take the opportunity to meet directly with staff to review the entire financial aid package, including payment plans, loans and other funding options. This process allows students and families a private, dedicated time to ask more in-depth questions and receive clear answers about their financial aid and tuition. Since inception, almost 500 students and families have been served. WP informs students and families that they can also take advantage of the Federal Shopping Sheet, an online source which breaks down the financial aid package into sections that distinguish between gift money (grants and scholarships) and loans and work study; this sheet also includes median loan debt. The Office of Financial Aid provides resources to educate our first-generation students in the language and jargon involved in financing their studies (II. 07 Financial Aid Jargon). Their website includes price calculators and information about finance options.

WP carefully monitors the process for accepting loans in order to protect borrowers. Since the 2014-15 Award Year, WP has been utilizing the Active Acceptance of Federal Direct Subsidized and Unsubsidized Loans in which students have the choice to actively accept or decline Federal Direct Stafford Loans. The university does not disburse the loan until the borrower accepts the loan type and amount or requests changes to the loan package. If the student does not accept the loan, the loan remains in an offered status and is cancelled at the end of the award year. This intentional process has reduced the average borrowing from \$29,000 to \$23,450. In addition, many students and families find monthly installment payments more manageable than a single payment each semester. WP offers an installment plan, which is not a loan, thus there are no credit checks. Since its inception, over 14,000 students have enrolled.

While students are responsible for all charges posted to their account and are required to pay those charges by the stated payment deadline, the reality is that some students find themselves unable to pay. In these instances, the Office of Student Accounts works with the students to try to set up payment plans. When this provides no remedy, the Office of Student Accounts takes progressive action to resolve any past due balance on the account, including contacting students by phone, sending paper statements via mail, offering alternative payment plans to pay off the balance in installments and assisting in resolving any disputes related to those charges. After the above efforts are exhausted, the Office of Student Accounts sends three past due notices by mail. If the student does not settle the balance or make payment arrangements upon receiving the final notification, the account is assigned to a collection agency to pursue collections.

Reporting Compliance

The University complies with reporting requirements of the State of New Jersey's Department of Education, the Secretary of Higher Education, the Department of the Treasury, and the Governor's Office. The Office of Institutional Effectiveness provides the required data for the U.S. Department of Education's IPEDS and the state's SURE reports. It provides access to public accountability reporting, including WP's annual institutional profile, Parent and Student Consumer Information Act report, and the report on Student Achievement (see II. 06 Public Accountability Reporting). IE provides to the public and to internal audiences of the university statistical information and key reports, including the Fact Book, Admission Report, Retention and Graduation Reports, Faculty Line Analysis, and other documents (II. 08 Statistical Information for Reporting Compliance). The university's mission, goals, and values along with university facts and the Strategic Plan 2012-2022 are available to the public on the President's Office website. To comply with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics and the Higher Education Opportunity Act, WP publishes the Annual Security and Fire Safety Report in September of each year. The report and related information are posted on the University Police Department's webpage (II. 08 Annual Security & Fire Safety Report).

The publication of University assessments regarding programs, services, student and other outcomes is essential to communicating progress and student achievement related to the Strategic Plan. As noted in Standard I, the strategic plan annual updates, along with college strategic plans and key performance indicators, are publicly reported on the university's About Us webpage. Colleges and departments produce end-of-year reports on faculty productivity using the electronic platform Digital Measures. These reports are available to internal audiences in Campus Labs. Non-academic units, such as Student Development, Enrollment Management, and others also report out their assessments via Campus Labs. Program reviews are currently housed within departments and colleges. Academic programs accredited by external oversight bodies report that information on their websites. For example, the Cotsakos College of Business publishes its AACSB reaccreditation status on its website and the Department of Nursing posts its 100% pass rate on the NCLEX exam. The College of Education's webpage shows its performance reports as required by its accrediting body, the Council for the Accreditation of Educator Preparation (CAEP) (II. 08 COE Education Preparation Provider Performance Report).

Documentation of the University's compliance with the Commission's Requirements of Affiliation is at the opening of this self-study. The Commission's policies and standards are available on IE's website. The institution complies with the Commission's policies regarding accreditation, substantive change and the like, evidence for which exists on the University's SAS (Statement of Accreditation Status) on the Commission's webpages (II. 08 WP Middle States SAS). In this reaccreditation cycle, the University worked with Commission Liaison Officer Dr. Hilda Colon Plumey to create an acceptable self-study design document and to secure a review team leader. Upon Dr. Plumey's retirement, the University now works with Dr. Kushnood Haq.

Assessment of Ethics and Integrity

The BOT is responsible for establishing tuition, fees, housing, and board plan rates. The BOT and the state also have specific policies in place for ensuring ethical practice in purchasing and long-term contracts. In compliance with state requirements, it supports an open public hearing assessment each April where students and others in the campus community can voice their

tuition and fees concerns. University senior administrators, including the President and VPs in Finance, Enrollment Management, Student Development and Academic affairs, preside at the forum to answer students' questions. These concerns are passed on to the BOT and handled through BOT policy setting. In 2020 during the COVID-19 crisis, when the University was shut down, this hearing was held virtually with President Helldobler presiding. At that time students raised concerns about refunds for unused meal plans, parking and housing. The administration decided to refund those unused portions of the students' meals, housing, and parking fees.

WP strives to be compliant with the State of New Jersey Uniform Ethics Code. As cited earlier, the University has a comprehensive website for ethics which contains the necessary information and forms available for WP employees, including contact information for the Ethics Liaison Officer (ELO). Further, the University supports ethical behavior on the campus by requiring and reviewing mandated periodic ethics assessments for all employees and students (II. 09 Ethics Training Requirement). Every three years, full-time employees are required to complete a fully online ethics training. For off years, they are required to complete a brief online training. Part-time employees receive a brochure every year via email to review the ethics standards. The university tracks these trainings. For the past three years, the ethics training completion rate for full-time employees has been 79.74% (2019), 98.60% (2018), and 89.39% (2017).

In order to measure the effectiveness and impact of ethics and diversity training, in spring 2020 HR conducted an assessment survey, administered by the Higher Education Data Sharing Consortium (HEDS). The *WP Diversity and Equity Campus Climate Survey* intends to provide insight into the current climate and level of need in support of diversity and inclusion training (II. 09 Campus Climate Survey). Using HEDS as an administrator allows us to benchmark our data to approximately 48 other US-based universities. A team consisting of representatives from Human Resources, the Office of Employment, Equity and Diversity, and faculty in the Sociology Department are assessing the data for winter 2021 publication of a Campus Climate Report.

Key Actions

In a July 29, 2020 address to the campus, President Helldobler committed to "increasing our cultural capacity to engage across difference and increase our knowledge, skills, and awareness of ourselves and others." He informed of these key needs and assessment initiatives for 2020-21:

1. Establish a *Diversity Council* composed of selected faculty, staff, and students to understand, address, and respond to diversity and inclusion concerns at the University; drive key University projects, such as creating a Diversity Statement and Diversity Strategic Plan; and monitor progress of the LGBTQIA Needs Assessment Taskforce and Hispanic Serving Institution Taskforce.
2. Launch a *Community Dialogue Series* for faculty and staff to engage in meaningful conversations on race, racism, and forms of oppression; aim to increase consciousness of self to better understand others and work toward a more inclusive community.
3. Implement a *President's Diversity Lecture*, an annual event sponsored by the Office of the President to bring community members together with a leading diversity scholar.
4. Participate in the nationally recognized University of Southern California **Equity Institute**, an intensive institute experience that prepares participants to include an equity lens in decision making, policy development, and organizational practices.
5. Produce a *Campus Climate Report* highlighting key findings and recommendations from

the Campus Climate Survey.

The University also assesses ethical behavior of faculty and staff through implementation of policies and practices in service to the mandatory New Jersey Uniform Code, various aspects of which are outlined in Table 2.2 (shown below, II. 09 NJ Uniform Code).

Table 2.2. NJ Uniform Code

Gift Policy	Gifts are returned to the vendor or person who provided them, unless they are perishable (in which case, they were given to charities) (2014- 7 gifts; 2015- 1 gift; 2016- 6 gifts; 2017-0; 2018-2 gifts; 2019- 4 gifts).
Reporting of Outside Activities Policy	An outside activities questionnaire must be completed and approved by the employee's supervisor and the ELO prior to engaging in such employment.
Request for Approval for Attendance at Events	Attendance at an event sponsored or co-sponsored by an entity other than the State must be approved by WP's ELO. Employees complete a form prior to attendance.
Conflicts of Interest	Applicants for hire must complete a pre-hire ethics questionnaire to facilitate screening for possible conflicts of interest.
	Supervisory conflict of interest certifications need to be completed annually.
	Key project leaders of sponsored projects managed through the Office of Sponsored Programs must complete additional training on Federal conflict of interest and commitment requirements and update annually.
Post-employment Restrictions	Employees who resign or retire receive a letter regarding post-employment restrictions by the NJ Conflicts of Interest Law and State Uniform Ethics Code.
Scholarly Capacity Annual Disclosure Form	Employees must disclose to the ELO any travel, subsistence or entertainment expenses, honoraria, academic prizes or other things of value related to activities performed in a scholarly capacity.
Complaint Procedure	Complaint procedures pertaining to the State of New Jersey Uniform Ethics Code are made available.

In compliance with federal regulations, WP provides an online certification program for faculty, students and staff who engage human subjects in research (IRB). Certification of training must be received prior to the acceptance of a research protocol for review (II. 08 IRB Training and Certification). Anti-discrimination and sexual harassment training have also been implemented every three years. In order to reinforce recurring practices and increase the completion rate, since 2018, the training pertaining to sexual harassment, Title IX and sexual misconduct, and discrimination was implemented via SafeColleges, which provides a tracking mechanism.

Conclusion: Strengths and Challenges

WP's commitment to increasing diversity and improving inclusion across the university community is a strength of this Hispanic-serving and minority-serving institution. HR has implemented training modules for all constituents, including mandatory implicit bias workshops for the past two years, and works closely with search committees to ensure diverse candidate pools and appointments. In service to the two new cultural centers for students opened in fall 2019, the President has followed up with appointment of two university-wide working groups to recommend actions that can be taken to improve understanding and inclusion for Hispanic and LGBTQ+ students and has committed to a series of diversity actions. The University has shown its commitment to make policies and training requirements accessible on the HR and Ethics office webpages with clear grievance policies and procedures that are widely accessible. There have been no complaints lodged about the policies and procedures. WP's policies and processes for managing the hiring process are strong and robust and have been improved through the HireTouch electronic platform. Follow through needs to continue, however, to ensure that search committees stay diverse in composition and effective diversity-enhancing language is used in position postings. The University has more work to do in creating more diversity among the faculty. One current move in that direction is approval of a pre-doctoral fellows program in support of the career launch of underrepresented faculty slated to begin fall 2020. The flexibility of departments and colleges to manage cases of plagiarism is a strength because the reasons behind each case of plagiarism can be different. The central repository of cases might be strengthened, however, with more reporting in to it by departments to make it more useful for seeing patterns of offense. Also challenging still is making annual assessments of the various academic and administrative departments available to the university community in a centralized space instead of only on department or college webpages.

Recommendations for Continuous Improvement

- Continue to provide diversity and inclusion activities, training and hiring (including the pre-doctoral program), and follow through with diversity initiatives of the President (under "Key Actions").
- Encourage faculty to report notices of plagiarism to the central repository in the Student Development Office to strengthen attention to patterns in student academic integrity
- For centralization, post accreditation notices, substantive changes in programs, and changes as a result of assessment in a single, central location on the university website for both public and internal access, in addition to the websites of the departments.

Standard III: Design and Delivery of the Student Learning Experience

Overview

WP's mission is to deliver an outstanding and affordable education to diverse traditional and non-traditional students, challenging them to achieve high levels of intellect and professional and personal growth. The University achieves its mission by offering a wide variety of undergraduate majors and minors and graduate degree and certificate programs as well as a well-rounded general education program to enable the student learning experience. The University continuously updates its curriculum to ensure that we are offering programs that serve our students as well as regional employers. Eight new or revised graduate programs, 3 undergraduate degree programs and multiple certificates were created in the past two years; simultaneously, we assess and close programs with little or no student demand. In 2019, to serve its many non-traditional and working students, WP moved select graduate degree programs to a fully online modality and is developing adult degree completion programs to assist those who had stopped out of college to now return for a degree. Undergraduate and graduate programs provide scholarship opportunities and funding, such as assistantships, internships, clinical and field experiences, and faculty-mentored research. The narrative below describes our program offerings, taught by highly qualified faculty who engage in professional development and who are regularly assessed for their effectiveness in the classroom. Our transition to online course delivery precipitated by the Covid-19 pandemic in spring 2020 shows the resourcefulness of our faculty and teaching support systems dedicated to delivering quality education.

Analytical Narrative

Academic Programs

WP offers 57 bachelors level, 26 masters level and 2 doctoral level degree programs as well as 48 undergraduate, graduate and post-masters certificates. Its general education program, the University Core Curriculum (UCC), provides for a liberal arts foundation integrated coursework in the majors. In addition to distribution requirements, the UCC includes writing-intensive and technology-intensive course requirements along with courses in diversity and social justice, civic engagement and global perspectives. Most programs have a capstone course or senior seminar that synthesizes the student learning outcomes throughout the program. Programs also offer internships, clinical experiences, and field experiences.

Programs of study are described in the university's Academic Catalog, updated by the Registrar and then linked to department webpages, providing uniform degree requirement lists to students (III. 01 Link to Graduate & Undergraduate Catalogue). The University uses Degree Works, an online advising and degree-audit tool. Four-year and two-year (for transfer students) plans are consistently updated here when program changes recommended by faculty are approved by the dean, associate provost and registrar and made available to students and their advisors electronically. In programs with additional non-curricular requirements students find roadmaps for completion on department webpages (III. 03 COE Degree Requirements Webpage).

Undergraduate programs enable students to graduate in a timely manner with most degrees

requiring now more than 120 credits overall, including major, UCC, language requirements and free elective credits. Only a few professional degree programs such as the Bachelor of Music and the Bachelor of Fine Arts exceed 120 credits due to professional accreditation requirements. This has not always been the case; a low 4-year graduation rate raised concerns that degree credit requirements were out of line with peer institutions. Around 2010, the University reduced undergraduate degrees from 128 to 120 credits; 120 credits is now mandated by the state. UCC credits also dropped from 54 to 40 (III.05 UCC Credit Requirements), easing the amount of lower-level pre-major work and leaving ample elective credits for students to add a minor or round out their degree with courses of interest. Of late, both 4- and 6-year graduation rates have risen. The university catalog informs students of the number of credits and types of courses required for the different majors (for example see III.01 Accounting Degree Requirements).

Graduate program requirements range from 30 to 60 credits. The AACSB-accredited Accounting MBA requires 39 credits (6 credits may be waived based on prior coursework); the Curriculum and Learning Early Childhood MEd (accredited by CAEP) requires 33 credits; the Art MFA requires 60 credits, based on accreditation standards. In graduate Nursing programs, credit requirements vary with the clinical experience required for the profession ranging from 34 for the Nursing Education MSN to 47 for the Family Nurse Practitioner in Primary Care MSN.

WP understands the value of micro-credentialing for its population of non-traditional, working students, thus we offer nearly 50 certificates that provide students an opportunity to earn a professional credential to advance their career goals. Most certificate coursework also contributes to a graduate or undergraduate degree should a student wish to earn one at a later date. In spring 2020, the University's BOT approved three new undergraduate certificates and 23 graduate certificates that included 18 stackable certificates in the MBA program. Examples of graduate certificates include a post-masters Nurse Administration certificate, a pre-MBA Business Foundations Certificate and a Teaching STEAM certificate that can lead to an MEd. Recently approved undergraduate certificates include Creative Writing, Genealogy and Family History and Cultural Competence. (see p. 5, III. 01 Academic Program and Policy Manual).

Off-site Programs: WP@ Mercer County Community College. Since 2010 WP has provided onsite 2+2 programs at Mercer County Community College (MCCC). Our three programs there, Liberal Studies, Psychology and Early Childhood Education, allow students to seamlessly transfer into their 3rd and 4th years upon earning their associate's degree without leaving the MCCC campus. Courses are taught onsite at Mercer by WP faculty along with qualified adjuncts. A part-time onsite WP coordinator oversees the programs. Students are advised by a WP advisor. Attempts to grow more programs there have met with challenges, particularly the Exercise Science program, which was greatly desired by MCCC but which needs equipment that was unobtainable by that college. A Sports Management Program is now being considered, which does not require equipment and which meshes well with the 2-year MCCC program in sports management. A newly approved 3+1 model with MCCC begins fall 2020 with four programs slated to start. These programs not only allow the students to remain on the community college campus while doing their third year coursework, but also to pay MCCC tuition rates for that third year, providing an economic boon for students. The 3+1 programs follow an approved mapping of WP course requirements onto MCCC courses. All WP@Mercer programs are assessed alongside the home program.

New Course and New Program Approval. Development of new courses and programs involves a thorough review and approval process to ensure quality and rigor in this order: 1) Department Curriculum Committee, 2) College Curriculum Committee, 3) Dean of the College, 4) Office of the Provost (III. 01 Course Submission Process). UCC courses are also reviewed by a goal specific Review Panel and UCC Council. The Faculty Senate approves new programs and substantive program changes (more than 15% of the program or changes that impact other departments). Finally, all new programs are reviewed and approved by the Board of Trustees and the NJ President's Council, a composed of all university and community college presidents in New Jersey. The University's Middle States Accreditation Liaison Officer files substantive change requests where appropriate.

New Academic Programs Approved in 2019-20. This past academic year saw a proliferation of curricular approvals, both graduate and undergraduate, that focus on our mission to increase opportunities for students to enter careers as well as advance to graduate school. These include:

- 2 Bachelor's Degrees (Sports Medicine & Medicinal Biochemistry)
- 3 Master's Programs (Athletic Training MS, Applied Mathematics MS, Finance and Financial Service MS, Curriculum and Learning: Teaching P12 Writing MEd)
- 3 Accelerated Programs (BS Sports Med/MS Athletic Training 3+2, 4+1 MAT Secondary Education with 13 BA and BS majors, BM/MM Jazz Studies 4+1)
- 2 Minors (Forensic Studies & Teaching Students w/ Disabilities)
- 3 Undergrad Certificates, 20 Grad Certificates and 3 Post-Master's Certificates
- 2 Alternative Route Certification Programs in the College of Education
- 15 Fully Online Programs graduate programs plus undergraduate RN-BSN

Learning Opportunities

At WP, learning opportunities include not only course offerings but also curricular and co-curricular high impact practices. Opportunities are facilitated by technologies, laboratories, creative rehearsal and performance spaces, and new and refurbished classrooms. (See Table 3.1)

Table 3.1. Opportunities for learning

Resources	Venue	Description
<i>Courses</i>	Course offerings	Fall 2019: 319 graduate course sections and 1,934 undergraduate course sections
<i>Specialized learning centers</i>	College of Education	The Model Classroom, TIEs Scholars Room, Holmes Room, Professional Counseling Rooms.
	Science Enrichment Center	Tutoring and resource center empowering students with diverse needs in their math and science courses
	Writing Center	One-on-one consulting about any kind of writing, at any stage, on any device
	First Year Foundations Program	Assisting students to transition successfully to college coursework; help with math, reading and writing skills; free summer programs, intensives, workshops, assistance year-round
	Equal Opportunity Fund Program (EOF)	Providing summer workshops, individual and group academic success counseling, academic retreats, tutoring, and financial and book grants

	Office of International Education	Preparing students for global citizenship through study abroad and national student exchange programs
<i>Research oriented programs</i>	Biology GS-LAMP (Garden State – Louis Stokes Alliance for Minority Participation)	Goal to increase the number of minority STEM graduates in five years; providing bi-weekly meetings with academic and support coordinator, directed tutoring, field trips, scientific conferences, summer bridge program for incoming first year students and summer research opportunities
	Undergraduate Research Symposium	Undergraduate research conference with 128 presenters (97 abstracts) in April 2019.
	Explorations	Month-long celebration of student research includes presentations, poster sessions, Honors Week Student Research Presentations, and the Undergraduate Research Symposium
<i>Clinical & Field Experience</i>	Education	Licensure teacher candidates complete clinical work in P-12 schools; advanced candidates complete clinical work in P-12 schools and counseling settings.
	Nursing	Clinical lab courses held in various clinical agencies throughout New Jersey (e.g., Hackensack Medical Center and Valley Home Care)
	Public health	Internship program allows students to apply their academic preparation in a professional work setting
	Communication Disorders	50 hours worked in each of three types of clinical settings (WPUNJ Speech and Hearing Clinic and two off-campus externships in P-12 and medical settings)
<i>Off-site</i>	Mercer County Community College	3 bachelor's degree programs at MCCC Campus: Early Childhood Ed, Liberal Studies, Psychology

High Impact Practices

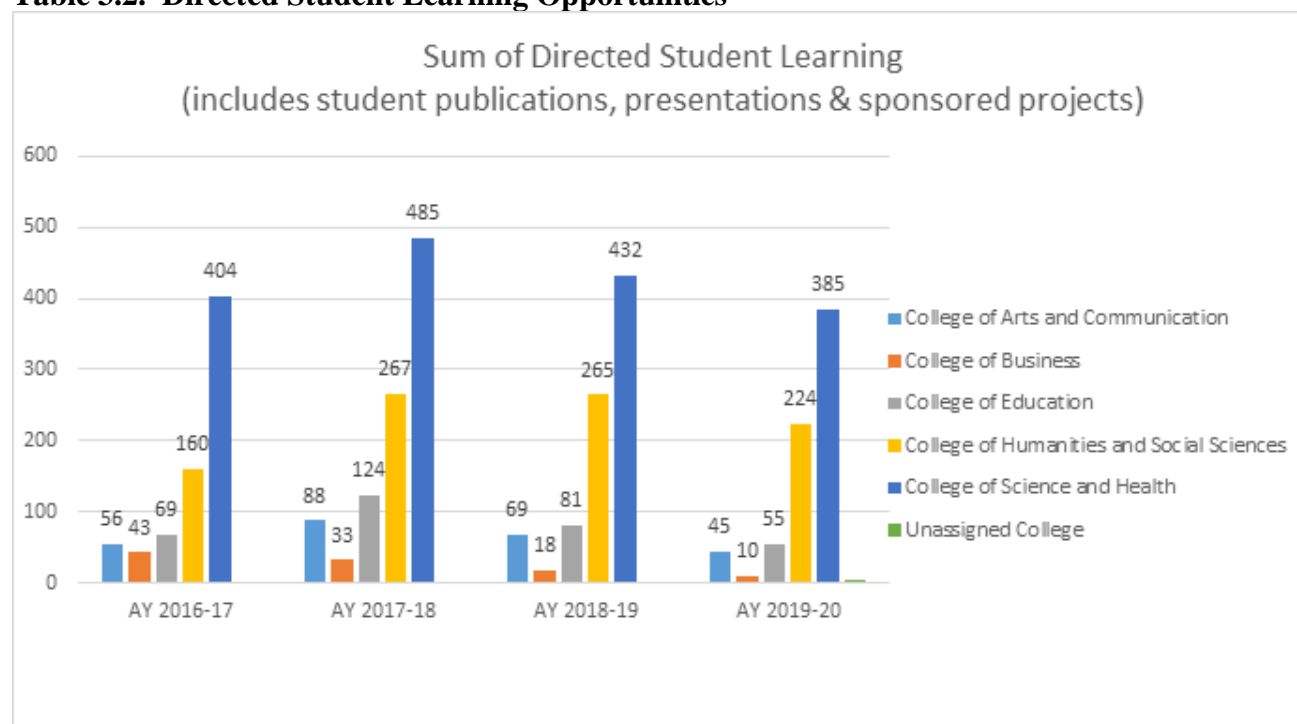
The University provides students with many opportunities to engage in high impact learning practices. Overall 2018 NSSE data showed that WP freshmen and seniors engaged in high impact practices at higher levels than their regional peers (Senior capstone, 52% WP vs. 43% Peers; First-year service learning 18% WP vs 13% Peers) (III.04 NSSE Data on High Impact).

Faculty Mentored Scholarship. Consistent with the strategic goal of “providing students with exceptional opportunities beyond the classroom,” the university supports programs for student-faculty interaction, funding for student-faculty research collaborations and opportunities for students to present their research at conferences. In the areas of music and visual arts, students and faculty perform and present together in regular university-supported events to a degree remarkable in a comprehensive university. The popular summer event “WP Summer Jazz Rooms Series,” in its 26th year in 2020, is a week of jazz concerts by students, their professors, and professionals in the NJ/NYC area performed in the University’s Shea Center. Voice and theater students perform alongside professors and professionals in operas and plays in the Shea Center. In the College of Science and Health, the Garden State -- Louis Stokes Alliance for Minority Participation (GS-LSAMP) sponsors numerous internships, primarily through faculty-mentored research, and promotes student presentations in associated venues. Students gain recognition through their poster presentations in the yearly GS-LSAMP conference and the Undergraduate Research Symposium and others. An informal survey of the Biology Department found that in a typical term, more than thirty-five students are participating in faculty-mentored research working more than five hours per week.

Faculty-student research is especially important to a diverse university such as ours. We now

collect data on all students involved in faculty-mentored scholarship with our Digital Measures software. With this tracking we can improve our ability to assess student outcomes for this activity. Table 3.2 shows the rate and frequency of directed student learning opportunities, including publications, presentations and sponsored projects (grants) across the colleges in recent years. AY 2019-20 reductions may be due in part to campus closure due to Covid-19.

Table 3.2. Directed Student Learning Opportunities



Internships. Internship opportunities are offered through the departments and listed for students at the Advisement Center (III. 04 Internship Opportunities). Table 3.3 lists numbers of students involved in internships across the colleges.

Table 3.3. Internships

Number of Internships Per semester by College	Spring 2017	Summer 2017	Fall 2017	Winter 2017	Spring 2018	Summer 2018	Fall 2018	Winter 2018	Spring 2019	Summer 2019	Fall 2019
College of Arts & Communication	113	19	76	0	99	20	57	5	93	25	73
College of Education (only Educational Leadership)	45	0	41	0	39	0	33	0	33	0	36
College of Education (only Professional Counseling Program)	38	5	21	0	33	9	19	0	40	3	23
College of Science and Health	110	59	15	0	116	48	18	0	92	46	19
Cotsakos College of Business	27	15	15	1	36	11	20	0	17	15	17
College of Humanities and Social Sciences	147	38	98	0	147	40	84	0	124	43	87

Last year the university subscribed to Handshake®, a job and internship search portal free to students. Since then there has been a 400% increase in job postings for our students and a 300% increase in internships listed. This strategic investment serves our institutional priority to improve career placement for our students.

Civic Engagement. WP was the first public New Jersey college or university to require civic engagement as part of the University Core Curriculum and was one of the founding members of Campus Compact New Jersey, part of the national Campus Compact organization supporting development of citizenship in college students. Students participate in two lower-level and two higher-level civic activities in their college career at WP. Some activities include involvement in a community garden as part of first-year orientation and many activities on Martin Luther King, Jr. Day of Service. Students can obtain co-curricular badges in civic engagement and leadership through the Office of Student Development, supporting application of their academic studies. (discussed further in Standard IV)

University Honors College

Honors College students complete a year-long research or creative performance project. Students participate in one of eleven tracks, which includes a series of Honors courses that guide students through developing a project proposal, implementing the research, and communicating the results. The tracks include Biology, Business, Clinical Psychology and Neuropsychology, Cognitive Science, Global Public Health, Humanities, Music, Nursing, Performing and Literary Arts and Social Sciences. There is also an Independent Track for those students whose projects do not fit into one of these fields. In spring 2019 more than 90 Honors students presented senior projects during Honors Research Week. Of these, 32 had projects accepted for presentation in the juried Northeast Regional Honors Council Conference while others were accepted at other regional and national conferences. Recent senior projects include full-length novels, short films, and business plans in addition to traditional research theses. For the last three years, the Honors College has provided spring break research and travel experiences and coursework in places such as Paris, Berlin, Costa Rica, Puerto Rico and New Orleans.

Resources

David and Lorraine Cheng Library

The David and Lorraine Cheng Library provides physical and virtual learning spaces where students and faculty can productively work with each other, with library staff and with Library resources. Its goal is to be the academic knowledge center of WP, providing resources and services for students, faculty, and staff. To meet this goal, the library maintains a carefully selected collection of over 240,000 physical books and media items, and access to some 200,000 electronic books, 130 databases, 118,691 periodicals, and almost 6,000 streaming media. These are augmented by additional resources available through a collaborative agreement that allows WP faculty and staff full access to the library resources of the New Jersey Institute of Technology, Rowan University, Stockton University, and The College of New Jersey, which together with the Cheng Library collection represent some three million books and media titles. An active interlibrary loan service further extends available resources. In particular, the library is a leader in information literacy training for students, providing more than 300 course-related

instruction sessions each year, with librarians working closely with faculty to customize sessions to meet the specific needs of a class (III. 04 Library Lesson Plan Resource). In addition, the Library provides synchronous library instruction through Blackboard Collaborate. Reference assistance provided by professional librarians is available in-person, by phone, by email and on the 24/7 chat reference service online. Interactive online tutorials and course-specific research guides in support of self-paced learning are available to students on the library's homepage.

Open Educational Resources (OER)

In November 2019 Provost Powers charged a task force to respond to the New Jersey Office of the Secretary of Higher Education's request to NJ colleges for their institutional plans to incorporate open textbooks and digital learning materials in order to achieve savings for students enrolled in the institution. Led by the dean of the library, the 11-member task force conducted a literature review of OER as well as gathered data from a survey of WP faculty on awareness of such resources and potential for usage. The task force submitted its plan for the university, which will guide our efforts to move forward with stronger orientation to OER (III.04 OER (Open Educational Resources) Plan). Over the next five years, the University will implement a significant conversion of courses to use of OER resources in a three-phased approach designed to create the most savings for the greatest number of students. WP is committed to reducing the cost of education in service to our mission to provide "an outstanding and affordable education."

Classroom and Laboratory Resources (Inventory)

The university has 14 academic buildings. The latest, 1800 Valley Road, acquired in summer 2019, is slated to go online in spring 2022. In addition to housing the School for Continuing and Professional Education, this newest building will house adult education and high school dual enrollment initiatives, as well as general classrooms that will alleviate room capacity issues in the University's 1600 Valley Road building. It could also potentially house a child development center, which would provide an academic learning environment for our future teachers as well as provide needed child care for WP students and staff. The university increased and adjusted classroom space as enrollment grew in certain areas, such as nursing and the sciences.

2014	2020
145 classrooms	152 classrooms
76 class labs	91 class labs
38 open labs	36 open labs
90 research labs	94 research labs
38 special use/clinic	24 special use/clinic
8 general use/assembly	9 general use/assembly
	28 healthcare/clinic
Total: 395 rooms	Total: 434 rooms

Department of Instruction and Research Technology (IRT)

Blackboard. IRT works with faculty to integrate technology into their teaching by training them on Blackboard, WP's Learning Management System, and offers support for students with questions about how to use Blackboard and other technologies as well. IRT assists faculty to incorporate high-quality, no-cost Open Educational Resources into their course materials, and

helps to redesign traditional classroom courses into hybrid and online formats following Quality Matters (QM) criteria. IRT's Broadcast, Production & Support (BPS) works closely with the Communications Department in supporting the television studios, computer labs where students work with video-editing software, and the Technical Services Window, which provides training to Communication students on a variety of cameras and audio recording devices. IRT's Design, Build & Learn Lab works with faculty to use 3D printing in their courses. Here students have the opportunity to create everything from models of molecules to props for plays.

Teaching and Learning during COVID-19 Pandemic: Pivot to Online, Spring 2020

IRT was instrumental in supporting faculty, students and programs to fully online delivery mode in spring 2020 when the COVID-19 pandemic hit the U.S. and the world. WP closed its doors to students, faculty and staff mid-March 2020 because of the pandemic and asked all faculty to restructure their courses to online delivery for the remainder of the semester. Working with the Provost's office, IRT staff quickly developed a series of workshops and training sessions for faculty to assist them with the shift to online delivery. They created online teaching "toolkits" as well as a self-help wiki and one-on-one consultations (III. 04 Online Teaching Toolkit). One wiki, Bb 101, provided a complete walk-through on setting up a course online with Blackboard (III. 04 Bb Wiki – Setting up on online course). WP faculty rose to the occasion. Within weeks of the workshops, a count of courses shifted wholly to online via Blackboard showed that 80% of faculty had moved their courses to online via Blackboard (some used other platforms). IRT and User Services also provided a number of resources for students who suddenly found themselves in an online course even if they had never studied online before (III. 04 Online Resources for Students). Academic Affairs also worked with constituencies across the university to come to the decision to allow students the option to take a Pass/No Credit grade for spring 2020 semester in light of the sudden shift to online and overall disruptions of the COVID-19 pandemic. The Divisions of Finance and Administration and Student Development (which includes Student Life) also reimbursed students for unused meal plans, parking, and dorm rooms.

Resources for the instructional pivot were driven by just-in-time assessment of faculty and student needs. The Provost Office and IRT devised a short survey of faculty within 3-4 weeks of the pivot to online to see what faculty's needs were (III. 02 Faculty Remote Teaching Online Survey). Additional resources were then devised and provided. A more extensive survey of faculty regarding teaching online occurred at the end of the semester for planning going forward (III.02 Post-Semester Faculty Remote Teaching Online survey). Likewise, the Provost's Office and Academic Development staff worked together to provide a survey to students asking what their needs were. The results of that survey drove resources for students. Summer 2020 courses were also restructured for online delivery due to the ongoing COVID-19 pandemic. In addition, the Provost Office and the Faculty Senate Assessment Council, working with IRT, surveyed the departments to see what their needs were for doing spring 2020 program SLO assessment online. As a result, resources were developed for online assessment, including "Tips for Doing Assessment of SLOs Online in Spring 2020" and "Principles of Useful Teaching and Assessment of Online Courses/Programs" (III.02 Resources – Doing Assessment Online).

Transitions attributed to COVID-19 where all modalities of teaching had to be moved online has impacted student success efforts. Faculty who had previously not taught in an online setting were

equally impacted. Some of these challenges were discovered in the surveys. Access to reliable and sufficient internet connectivity for students was identified by 28.5% of faculty as being of a high/very high challenge. Among the top needs identified by faculty were: stimulating students' engagement in online courses (18.2%), assessing student learning in an online context (11.7%), clarity in approach to teaching online courses to attain objectives (10.9%), and managing student group work in an online environment (10.4%). Despite the challenges, some positive feedback was received from faculty regarding their online teaching experience. Overall, 44% viewed their skills with teaching online as stronger than when they started, 28.4% viewed it as somewhat stronger than when they started, and 18.6% viewed it as much stronger than when they started. Overall, 63.5% of the faculty were very satisfied with their online pivot teaching experience while 14.8% were extremely satisfied. Survey results were shared with the Faculty Senate.

In Fall 2020 the university reopened following state and health guidance and an approved reopening plan submitted to NJ OSHA. Information from the surveys, state guidance on re-opening of public institutions, as well as dedication to our mission guided the University's instructional re-opening plan. The Provost, working with the AFT and Faculty Senate, as well as other university administrators (Director of Counseling, Health and Wellness and Director of Public Safety and University Police) compiled a plan that included: some face-to-face classes mainly for first-year students, some hybrid and hyflex delivered classes to minimize the number of students in a classroom at one time (allowing for social distancing), and a large number of online courses. IRT and the Center for Teaching Excellence continued to work with faculty to help them with hybrid as well as online course development (III. 02 Resources – Help with Online Course Development). Faculty and students were given options as well as the ability to request distancing accommodations. The re-opening plan required wearing a mask, maintaining social distancing, and disinfecting surfaces.

University Core Curriculum (UCC): General Education

The 40-credit UCC is WP's general education requirement. It prepares students for specialized study in their major by providing a broad foundation of knowledge. It allows integration of lower level courses into the major as well. Further, UCC areas of study encapsulate the institutional learning goals of the university (discussed in Standard V). UCC's six areas of learning, and their integration of essential skills such as reasoning, communication and technical literacy as well as cultural and global awareness, ethics and values, are shown in Table 3.4. (See a more detailed account at III.05 UCC Integration of Skills – Detailed)

Table 3.4. UCC Integration of Skills

UCC Area of Study	UCC SLO	Essential Skills
1. <i>Personal Well-Being</i>	Achieve physical, emotional, ethical, social, and/or financial well-being.	Expanding awareness of self among others
2. <i>Expression</i>	Demonstrate writing, modes of expression	Writing, communication
3. <i>Ways of Knowing</i> (designated as <i>Writing</i> and <i>Technology Intensive</i>)	Demonstrate knowledge of histories, societies, scientific principles, numbers, technologies	Scientific and mathematical reasoning, critical thinking, analysis, problem-solving
4. <i>Diversity and Justice</i>	Distinguish issues of diversity, including difference, oppression,	Values, ethics, diverse perspectives

	tolerance, inequality, justice	
5. <i>Community and Civic Engagement*</i>	Demonstrate skills to participate in civic and community life	Preparedness for citizenship
6. <i>Global Awareness</i>	Identify global issues, trends, and systems to expand frame of reference for thinking and problem solving	Preparedness to participate effectively in an increasingly interdependent world

The first three areas enhance the intellectual experience of students by exposing them to new areas of study and facilitating expression through writing, communication and use of technology. The courses in the remaining three areas prepare students to participate more ethically in a diverse society, more effectively in civic and community life, and more knowledgeably in an interdependent world. In addition, civic engagement is a university requirement. All first-year students, and most transfer students who come without an associate degree, complete one or more civic engagement courses before they graduate. Courses in these areas are innovative and include high impact practices, such as traveling to Puerto Rico to help restore a hurricane-ravaged radio station. Some courses are designated writing-intensive and technology-intensive. There are over 500 courses from which students may choose to fulfill UCC requirements.

The UCC learning outcomes were implemented in fall 2011. UCC courses are reviewed by a faculty-run UCC Review Committee (III.05 UCC Review Panel 2019-20). The UCC Council, a Faculty Senate subcommittee, oversees UCC while the program itself is housed in the Provost's Office. The current UCC model is a redesign of an older model and arose from analysis during preparations for the University's previous Middle States self-study and configuration of its new strategic plan. Significantly, the core curriculum was redesigned to more closely reflect the mission and new strategic plan goals of the university at that time, aligning with Strategic Plan Goal I: Offer academic programs of the highest quality, Goal II: Achieve student success by increasing matriculation, retention, and graduation, and Goal III: Provide students with exceptional opportunities beyond the classroom. The required number of credits needed to complete general education was also reduced from 54 to 40 to help students graduate in a timely manner. In addition, linkages were provided between UCC courses and major courses to help students succeed and be retained. Review of other universities' general education programs and best practices at that time showed us that we needed to reshape our general education program to advance a 21st century conception of civic learning, democratic engagement, and diversity and ethics as an expected part of every student's college education.

Graduate and Professional Education

WP's Strategic Plan Goal I guides it to "selectively expand professional graduate programs." Accordingly, the University has committed to:

- Strategically focus on graduate programs that serve the expanding population of adults seeking advanced degrees as a means for professional advancement, career growth and intellectual development
- Provide a wide range of technology-enabled graduate learning opportunities that are flexible in content, format and delivery
- Establish a wider range of degree programs, including selected five-year, articulated

bachelor's-master's programs; certificate programs; and "applied" programs that reflect the capabilities and expertise of the faculty

- Develop new doctoral programs that enhance the University's mission and address critical societal needs.

The University offers 26 masters level and 2 doctoral level graduate programs as well as 48 graduate certificates. New or revised graduate programs approved over the last five years illustrate a purposeful focus on development of more professional programs in teaching, business and finance, applied mathematics and the sports field.

- MS in Materials Chemistry,
- MS in Finance and Financial Services,
- MS in Applied Business Analytics
- MS Biotechnology revised and certified as a Professional Science Masters
- MEd in Teaching STEAM
- MEd in Teaching K-12 Writing
- Accelerated 3+2 B.S. in Sport Medicine/ M.S. in Athletic Training
- MS in Applied Mathematics
- Executive MS in Sales Leadership
- MPP Master of Public Policy

Ed.D. in Leadership was recently approved at the state level and a substantive change request to deliver a research doctoral degree is currently under consideration with MSCHE. It will be the third doctoral degree at WP joining the Doctor of Psychology in Clinical Psychology (PsyD) and Doctor of Nursing Practice (DNP). We anticipate launch in 2021.

Quality of graduate programs is assured through the same vetting and approval process as that for undergraduate programs, including approval at the department, college, Faculty Senate, Provost and state level. Graduate programs are overseen by two Senate councils. The Faculty Senate *Graduate Programs Council* recommends policy on course requirements for graduate degrees and the procedures for inaugurating, changing, or terminating graduate courses and programs. This council also reviews graduate program changes and issues recommendations for approval or denial to the Faculty Senate (III.06 Faculty Senate Graduate Programs Council). The *Graduate Policy Council* recommends policies on academic standards, admission, retention, and advisement and registration (III.06 Faculty Senate Graduate Policy Council) and also organizes and annual Graduate Program Forum to discuss trends in graduate education and ideas for new graduate program development.

Opportunities for research and scholarship for graduate students are supported by assistantships, grants and other funding under the leadership of research-focused faculty. For instance, Professor Michele Cascardi in the Psychology Department, with a high performance record of research publications and grants, supports graduate student research on her grant centered on relationship violence and sexual assault (III.06 Graduate Research Opportunities (1)). Dr. Kendall Martin in the Biology Department is mentoring a graduate student research independent study sponsored by Reckitt Benckiser Group®. These are just a few of the research opportunities. Graduate students in qualifying programs can also apply for graduate assistantships to work with a

research faculty member and get free tuition for nine credits of graduate coursework and a small monetary stipend (III.06 Graduate Assistantships). In addition, the Student Research and Creative Expression Program (SCREP) provides funding for student research supplies and for related travel for graduate as well as undergraduate students (III.06 Student Research Funding).

The University is proud of its graduate students. Some are engaged in studies that support the mission of our Hispanic-serving and majority-minority university. One student from class of 2016 who completed the Honors track in Clinical Psychology and Neuropsychology as an undergraduate, is pursuing a master's degree in Clinical and Counseling Psychology at WP. This student earned a \$10,000 STAY (Services for Transition Age Youth) fellowship through the American Psychological Association Minority Fellowship Program. The fellowship is designed for ethnic and minority students whose prior experience and career goals suggest they will positively contribute to the mental health service needs of ethnic and racial minority youth and their families. This student has spent the past year volunteering her time to facilitate Spanish-language group therapy sessions for recently immigrated Latinx students at a public school in Paterson, N J. An MA candidate in Higher Education Administration and Leadership Studies, is at work on a master's thesis titled "HBCU Alumnae Leadership: Black Women Who Currently Serve as Presidents of Their Alma Mater." The goal of the study is to explore the personal leadership narratives of black female HBCU presidents who have earned their bachelor's degree from the institution that they presently serve. This student's work illuminates the pathways of the HBCU presidency for HBCU alumnae. Our graduate faculty are active in building diversity. Psychology professor Bruce Diamond helped establish the PsyD Graduate Multicultural Mentoring and Support Program, and will partner with the Center for Diversity and Inclusion to recruit and support this program (III.06 PsyD Graduate Multicultural Mentoring and Support Program). It is important to note that WP graduate programs have garnered national recognition. The PsyD program is included in Insider's Guide to Graduate Programs in Clinical and Counseling Psychology, an important resource for comparing and evaluating doctoral programs (III.06 Insider's Guide to Graduate Programs -WP PsyD 2020).

Online Graduate and Professional Education (WP Online)

In an effort to enable more students to have graduate study opportunities, WP entered into an agreement in 2019 with an online program facilitator, Academic Partnerships® to create wholly online programs, *WP Online*. Seventeen programs in Business, Education, and Nursing, and one undergraduate RN-BSN, began sequentially in summer 2020 featuring accelerated (7-week term) session to serve the professionally-oriented student. WP Online was a year-long process of discussion and preparation to assure a thorough market analysis to determine programing needs, followed by faculty training and facilitation Instructional Designer at Academic Partnerships with the support of WP's Instructional Research Technology (IRT) team. The Faculty Senate Graduate Council completed a Best Practices Checklist for Online Programs in collaboration with the Technology Council and the Faculty Senate Vice Chair. Faculty teaching in these online graduate programs receive training in online instruction, support from the University's IRT office, and follow a template for course instruction informed by Quality Matters®. These online programs are assessed in the same manner as our traditionally delivered programs. In its summer 2020 launch, WP Online enrolled 115 total students as of July 27, 2020 per the Enrollment Management Situation Report. Fall 2020 census showed that enrollment had grown to 500.

While WP works with external entities such as Academic Partnerships, and with hospitals and public schools for Nursing and Education field experiences, it does not hire third-party providers to design or deliver student learning content.

Assessment of Courses and Program Review

Just as WP Online analysis of program need looks at job opportunities for students, WP's program review system asks the programs to assess "changes in employment opportunities for graduates" along with "changes in the discipline." Of course quality of instruction in teaching and learning is a major part of program review. Faculty are responsible for reviewing their programs, and the courses involved, on a seven-year cycle (with course and program SLO assessment occurring annually, as discussed in Standard V). The schedule for reviews, as well as a timeline for completing the various activities associated with program review, is updated regularly on the IE webpage (III.08 Program Review Calendar & Timeline). IE also provides on its webpages program review guidelines (handbook), a specific and recently revised self-study/review template, as well as the review schedule (III.08 Program Review Resources). It assists all programs, including those that are externally accredited, with accurate and timely data for the review. Program review is a collaborative process consisting of an internal review/self-study compiled and written by department members (led by the chair), an external review and report by qualified professionals in the field, and memos of understanding regarding results and actions between the department, the college dean, and the provost.

Program review is overseen by the Provost's office and supervised by the deans. In 2019 the Associate Provosts (APs), with the assistance of the Executive Director of IE, redesigned the template for the program review self-study after seeing that some programs were lagging behind on their self-studies and chairs remarked on the complexity of the self-study outline. The APs and IE Director rearticulated the 10-page review outline into a 3-page template, concentrating on those items that would lead to useful assessment discoveries. The new template is now in use.

Some of the ways program assessment is used to make meaningful changes can be seen in two departments. In the Anthropology program review, the self-study led the department to make meaningful revisions in their major - taking it from a generic program, where new majors first take four foundational courses on the four Anthropology sub-disciplines and then specialize in one, to a major with a focus on applied community-based anthropology where all students do an internship/field experience. This change took place after analyzing the interests of current majors as well as the career paths of graduates - most got into the field with an interest in community-based careers (non-profits, community organizing, social services). Additionally, in the Biology Program, a strong review led to a set of action items that they have been ticking off ever since, including restructuring the biotech MS to a Professional Science Masters (PSM), developing 4+1 pathways, creating a post-bachelors certificate for professional school preparation, creating a distinct health professional (pre-med) track, updating the foundational course sequence and streamlining the remainder of the major. Some of the programs accredited by external bodies, which adhere to the guidelines of those bodies, are listed here. (For a full list see III.08 Program Accreditations)

College of Business --Association to Advance Collegiate Schools of Business (AACSB)
College of Education -- Council for the Accreditation of Educator Preparation (CAEP)
Nursing -- Commission on Collegiate Nursing Education (CCNE)
Music -- National Association of Schools of Music (NASM) Professional Services Board
Chemistry -- American Chemical Society (ACS)
Art -- National Association of Schools of Art and Design (NASAD)
Computer Science-- Computing Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET)
Public Health - Council on Education for Public Health (CEPH)
Psychology (PsyD)--American Psychological Association (APA) (conditional; new program)

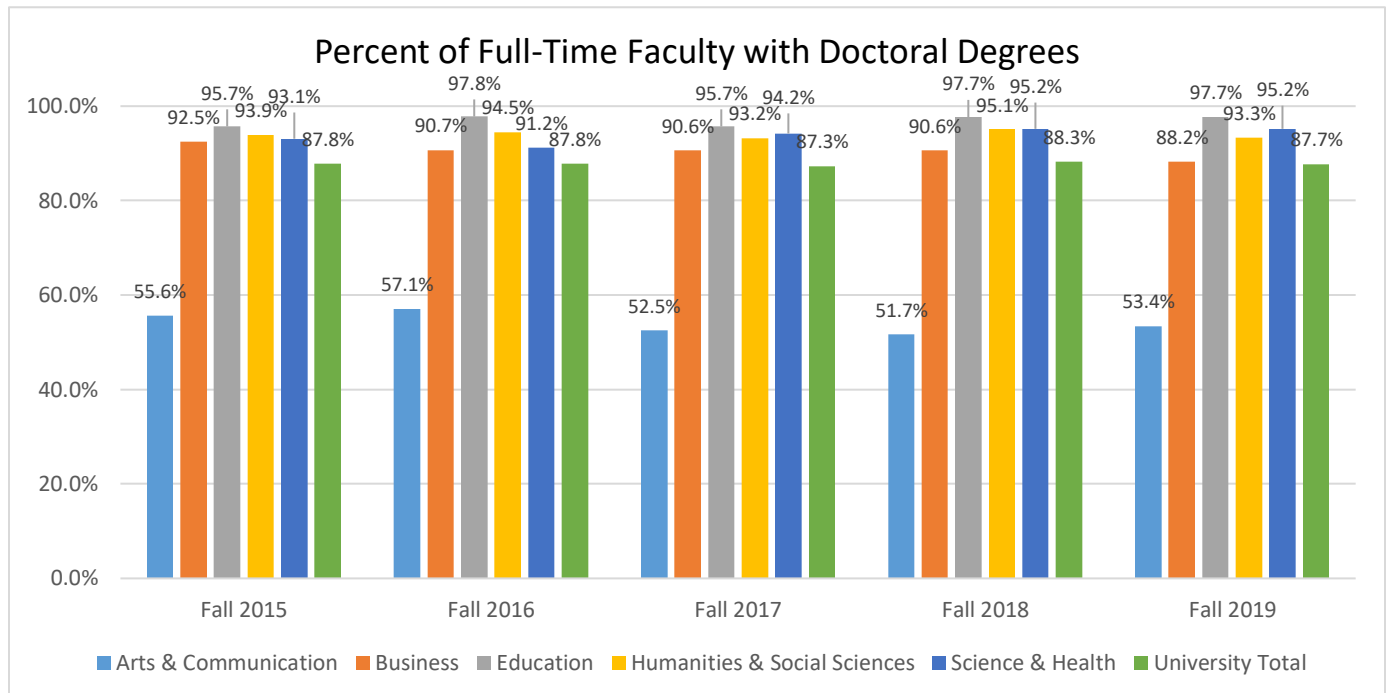
Faculty also ensure quality of their courses and programs through annual academic assessment (discussed in Standard V). Programs have well-developed processes and rubrics to ensure course and program learning outcomes are met. In externally accredited programs, faculty course development, delivery, and assessment follows strict guidelines to ensure student learning outcomes are met consistently, and student learning experiences are similar across learning platforms and sections. For all courses faculty are provided statistics on grade distribution across each program, course, and UCC level to facilitate assessment. Programs can track and intervene when specific courses produce consistently high rates of D/F/W. Faculty in the College of Science and Health, for example, used D/F/W rates in the introductory Anatomy and Physiology course to determine that sections had dramatically different pass rates. The department developed a shared syllabus for the course with some shared assessments, switched out some instructors teaching these sections, and ultimately saw better pass rates in subsequent semesters.

Faculty

WP's mission, and indeed its history, focuses on its role as a teaching institution that supports research and scholarship in pursuit of quality teaching and learning. The recruitment and hiring process for faculty follows standard procedure in the Faculty Handbook and in accordance with the union contract (III.02 Guidelines – Recruiting Faculty & Employment Process). It includes interviews with a search committee and select administrators as well as a teaching demonstration. Further, all faculty, including adjunct faculty, have clearly stated roles and responsibilities regarding the rigor and effectiveness of their teaching as stated in the Faculty Handbook (III.02 Faculty Fulfillment of Professional Responsibilities). In adhering to its mission, WP employs faculty well suited for the programs it delivers. Degrees range from master's degrees for adjuncts and the newly minted non-tenure-track teaching professionals (NTTPs), some MBAs in the College of Business, MEDs and EDDs in the College of Education, MFAs in Arts and Communication, and PhDs across all colleges. Since 2015 the percentage of WP faculty with terminal degrees has held steady and risen slightly at 88.3% in 2018-19, as shown in Table 3.5. Faculty in Arts and Communication often come with substantial and prestigious industry experience in lieu of a terminal degree, which well serves the professional programs there such as Music, Design, and Broadcast Journalism. Table 3.5 shows our PhDs.

Table 3.5. Percentage of WP Faculty with PhDs

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Arts & Communication	55.6%	57.1%	52.5%	51.7%	53.4%
Business	92.5%	90.7%	90.6%	90.6%	88.2%
Education	95.7%	97.8%	95.7%	97.7%	97.7%
Humanities & Social Sciences	93.9%	94.5%	93.2%	95.1%	93.3%
Science & Health	93.1%	91.2%	94.2%	95.2%	95.2%
University Total	87.8%	87.8%	87.3%	88.3%	87.7%



Source: IE Fact Books 2015-2019

The University Fact Book for fall 2019 shows 391 fulltime faculty members; preliminary fall 2020 numbers show 372. In Fall 2018 there were 410 fulltime faculty members and 665 adjunct faculty members and in Fall 2017, 410 fulltime faculty members and 618 adjunct faculty members. Decreases in overall faculty numbers followed decreasing university enrollment, particularly in fall 2020 with the COVID-19 pandemic. The overall student to faculty ratio at WP is 14:1 as reported in IPEDS, which is low compared to peer institutions. In striving to meet efficiencies while maintaining quality instruction, the University has set a goal of increasing the ratio to 16:1. This aspirational ratio still keeps us under that of many of our MSCHE Peer Institutions, such as CUNY Staten Island (18:1), East Stroudsburg University (19:1), Millersville University (18:1), and Shippensburg University (19:1).

Support for faculty development in teaching, scholarship, and service is found in multiple venues across the University. IE has provided numerous workshops for faculty on use of the assessment platform Campus Labs. As a result, every college at WP is now able to plan, assess, report out,

and work towards continuous improvement of their programs using assessment tools and storage in Campus Labs. The Office of Sponsored Programs provides workshops for faculty on how to obtain grants. The Instructional Research Technology Office provides workshops and resources for utilizing technology in teaching, and was instrumental in the hurried pivot to online teaching in the spring 2020 COVID-19 pandemic. The Center for Teaching Excellence is the go-to place for faculty to learn to teach better. Table 3.6 shows examples of faculty development (for links to resources see III.02 Opportunities for Faculty Development).

Table 3.6. Faculty Development Opportunities

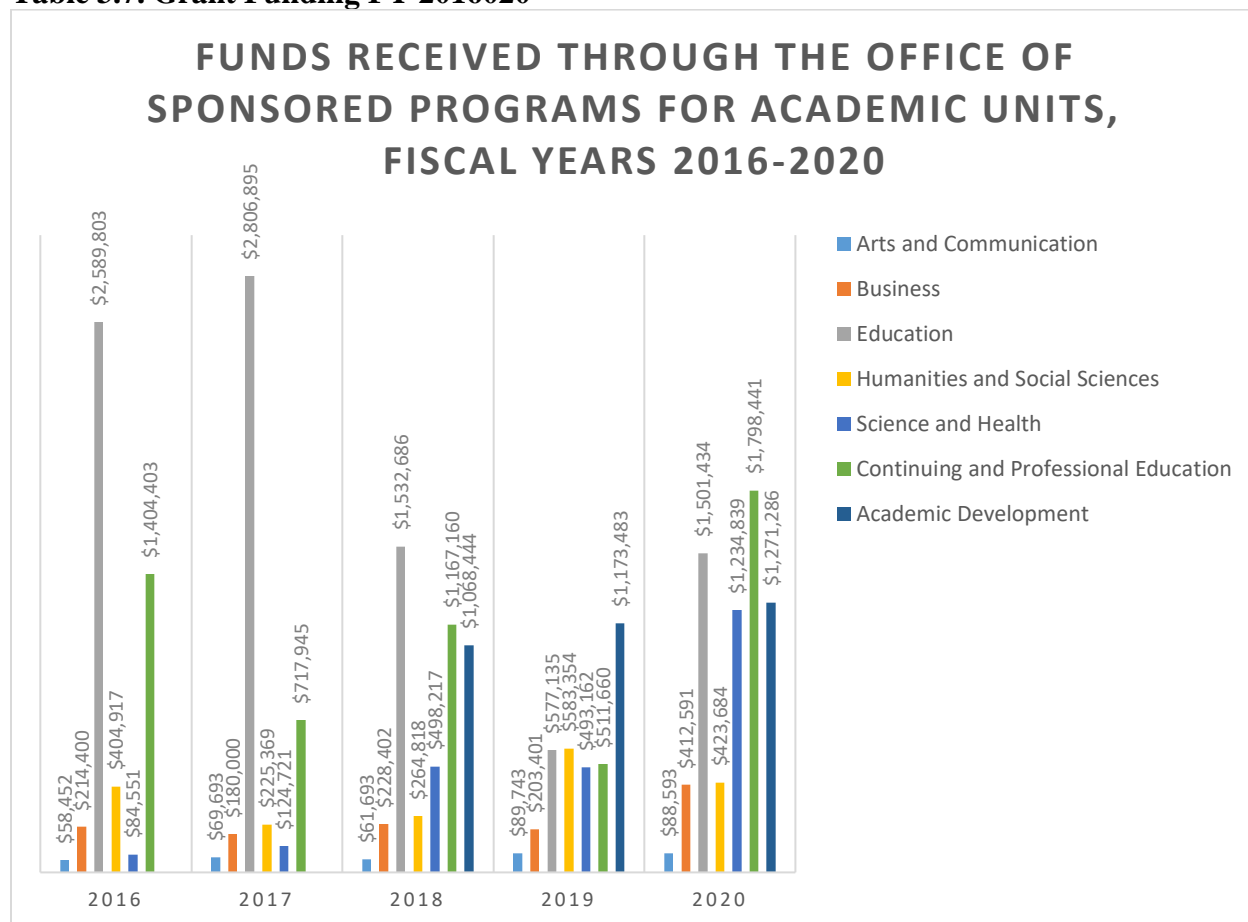
SUPPORT OPPORTUNITY	DESCRIPTION
FACULTY RESOURCE GUIDE	Comprehensive list of all support opportunities
ART (ASSIGNED RELEASE TIME) RESEARCH AWARDS	A competitive process providing fulltime faculty up to 12 credits of research release time over two years. In response to the 2015-16 Culture of Research report, funding for ART increased in the last five years (from 1248 funded credit hours to 1546 funded credit hours). Three credits of <i>Non-competitive ART</i> is available to new faculty in their first 2 years.
CENTER FOR TEACHING EXCELLENCE	Supports faculty in their pedagogy, offering generally 6 workshops per year.
WRITING ACROSS THE CURRICULUM	Pedagogy Workshop offered twice a year.
CAREER DEVELOPMENT	Funding provided in accordance with the union contract, lets fulltime faculty apply for top-up funding for unreimbursed research travel expenses for the year.
SUMMER STIPEND FOR PRE-TENURE FACULTY	Most colleges provide pre-tenure faculty with summer research funding. CHSS provided stipends from \$18,000 in 2011 to \$59,800 in 2020.
OFFICE OF SPONSORED PROGRAMS	Provides grant workshops, grant information, proposal development support, and post-award fiscal management in concert with Business Services Office.
POST-TENURE SABBATICAL	After six or more years of service, tenured faculty and librarians can apply for sabbatical leave. Sabbaticals are granted once every seven years.
INSTRUCTION AND RESEARCH TECHNOLOGY	IRT provides leadership and support in instructional technology to faculty, students, and the WP community.
RESEARCH TRAVEL	Department budgets provide full time tenured and pre-tenure faculty with support for research travel.
TUITION REIMBURSEMENT PROGRAM	The Tuition Reimbursement Program provides tuition assistance to full time Faculty, Librarians and Non-Teaching professionals who enroll in courses at William Paterson University to earn a degree.

Another example of faculty engagement in research and its impact on students is the Cotsakos College of Business Policy and Practice Forum, which produces and disseminates relevant research to business practitioners and policy makers. The Forum provides a venue for CCOB faculty to collaborate with community business leaders to develop solutions and policies that

address area business concerns. This forum informs the summer research projects of our CCOB faculty (III.02 College of Business Policy and Practice Forum).

Faculty take advantage of not only these opportunities to produce research but also grant opportunities that enhance teaching and research with students. Table 3.7 shows grant activity.

Table 3.7. Grant Funding FY 2016020



In addition, from 2016-2019, across all colleges, faculty were nominated or received 262 awards or honors; received 586 sponsored projects, fellowships, or grants; published 287 books or book chapters; produced 363 exhibits or productions; delivered 905 juried presentations or invited lectures; and made 261 media contributions. These figures are not inclusive of professional staff nor Library scholarly output (data drawn from Digital Measures College Annual Reports).

Annual Review of Faculty

The university ensures rigorous and effective teaching and scholarship through regular review of all faculty teaching and scholarship as part of the pre/post tenure review processes. Annual review of faculty (called “Retention” at WP) is linked to the promotion and tenure process as well as rehire of temporary faculty. Regular review of faculty performance as it relates to student learning directly contributes to strategic goals to retain and graduate students. Components of

faculty review include: 1) professional performance 2) professional growth and 3) potential contribution to the University. The policy and procedure as well as expectations are disseminated and available in the faculty handbook online (III.02 Faculty Retention Policy and Procedure). Pre-tenure faculty undergo annual evaluation in order to be retained for the following year. Tenured faculty are reviewed every five years through a post-tenure review process that begins with the Department Assessment Committee (DAC) and proceeds through senior administrators (III.02 Assessment of Tenured Faculty). Tenured faculty must undergo evaluation in order to be considered for Career Development professional development funding. Adjunct faculty are reviewed at the department level at regular intervals per the union contract (III.02 Part-time Faculty Retention Policy and Procedure).

Evaluation and review occurs at the department, college, and university level. Criteria include peer evaluations of teaching each year, a “sufficient number of times per year to ensure a valid judgment of teaching effectiveness” as well as student course evaluations for all courses taught. The faculty member also submits evidence that service and research expectations are met, his or her curriculum vitae, a personal statement, and other materials that support retention. A checklist ensures that all retention portfolios are uniform (III.02 Faculty Reappointment Checklist). Portfolios are reviewed by the Department Retention and Tenure Committee made up of three tenured professors. The committee prepares a summary evaluation, which is submitted to the dean for review and recommendation and then to the provost for recommendation to the President. Temporary faculty (those who are hired annually for no more than three years running) undergo the same annual review process as tenure-track faculty as will the new contractual Non-Tenure Teaching Professionals (NTTPs) implemented in fall 2020. Post-tenure faculty portfolios include peer teaching observations, student course evaluations, and evaluations of their service and research records. Finally, as specified in the union contract, all adjunct faculty undergo regular evaluation of teaching, which includes observation of each course for the first time they teach it and then at regular intervals thereafter. Their evaluations also include both student and peer evaluations using forms prepared by the faculty (III.02 Adjunct Faculty Evaluations). All faculty teaching evaluations are shared with the faculty member, who can provide a counter narrative to be maintained in their employee file.

Student course evaluations are a regular part of each faculty member’s retention or promotion and tenure portfolio. Because of their importance, an assessment was done in 2018-19 on the course evaluation method being used at the university, which at that time was a manual, paper process. Student anonymity was questionable due to the handling of the paper forms by multiple people thus compromising their value. Further, different departments had different sets of questions in their evaluations resulting in a lack of uniformity in criteria for evaluating faculty. The Provost’s Office, in collaboration with the union and the Director of IRT, worked together across AY2019-20 to improve and modernize the system. A standard and uniform questionnaire was designed to be delivered electronically by IRT through the Qualtrics survey mechanism. After three pilots of the online system in 2019, it launched across all courses in fall 2020.

Promotion and tenure

Promotion and tenure processes and policies help ensure that faculty keep rigorous pedagogy, scholarship and service activities. The faculty tenure process is governed by state policy.

Attainment of tenure status for faculty members hired prior to September 1, 2014, is governed by the provisions of N.J.S.A. 18A:60-8, while that for faculty members hired on or after September 1, 2014, is governed by the provisions of N.J.S.A. 18A:60-16. After 2014, the probationary time for tenure track faculty became six years instead of the previous five years.

Tenure is also predicated on the University tenure process, the steps and conditions of which are available to faculty on the HR website (III.02 Tenure Recommendations Faculty). Some of the questions the tenure candidate must answer in her or his tenure application include: What are trending needs in course demands, and in your field, and how are you able to meet those needs? What academic strengths do you bring to the program? Evidence of effective teaching, scholarship or creative work and service to the department, college and university is required. The tenure process includes review of candidate materials by the Department Retention and Tenure Committee who then recommend to the University Promotion and Tenure Committee. Review and recommendation by the university committee follows through to the Provost, President, and Board of Trustees. Librarians also have tenure and promotion guidelines. Criteria include 1) Professional performance, predicated on their effectiveness in performing professional responsibilities, 2) Professional growth, indicated by three factors: scholarly achievement, professional activities, and contributions to the Library, the University and the community, and 3) Potential contribution to the Library and the University with respect to present and future programs (III.02 Library Faculty –Retention Tenure and Promotion).

Faculty promotions also follow established protocol and guidelines (III.02 Promotion Faculty Process & Procedure). Promotion decisions focus on evidence provided in four areas: 1) Effective teaching, 2) Scholarly achievement and/or creative achievements, 3) Contribution to University and community, and 4) Fulfillment of professional responsibilities. Guidelines note, “Although no set weighing scheme is suggested, in the case of the teaching staff, proficiency in teaching shall be considered essential.” As with tenure, the promotion review process begins with a department committee and moves to a university committee, Provost, President and BOT.

Recent assessment of the University’s tenure and promotion processes showed them cumbersome and not in line with industry standard. For example, prior to 2018, the granting of tenure carried with it only tenure status, not simultaneous promotion to Associate Professor, as is general practice at peer institutions and industry standard. The Provost’s Office and HR bargained with the union in 2018 to make awarding of tenure and promotion to Associate Professor simultaneous. This action greatly reduced the amount of work for the applicants.

Review also began on the tenure and promotion criteria based on contentions that they were too vague. Various entities contributed to the analysis, including the Research, Scholarship and Creative Expression subcommittee that recommended that the Boyer Model should influence the promotion and tenure process at a university such as ours focused on teaching and service and featuring many professional programs. In 2019, interim Provost Sandy De Young formed the RTP Committee (Retention, Tenure and Promotion) to review the criteria and processes. In Spring 2020 the committee presented a revised set of criteria to the Provost and Faculty Senate for review. Anticipated approval by the Senate is fall 2020.

Conclusion: Strengths and Challenges

The University has strengthened its degree programs in the last few years adding more undergraduate and graduate programs, as well as micro-credentialing certificates, all of which prepare students for today's professional world. Its new online graduate programs (WP Online) and inchoate Adult Degree Completion program are also serving the distinct student population that it enrolls. The University's core curriculum continues to provide a coherent, 21st century education offered by qualified faculty and supported by co-curricular learning activities. The University maintains rigorous teaching through its carefully reviewed faculty who receive many opportunities for professional development and scholarship. WP has strengthened its use of technologies, moving away from manual processes, including use of Campus Labs for assessment articulation, Digital Measures as the reporting platform for faculty and student research and creative productivity, and an online course evaluation system, among others. WP should continue advancing use of technology to meet today's educational expectations, ensuring that faculty are adequately trained, as well as exploring and creating pertinent degree and certificate programs, both online and in-house.

Recommendations for Continuous Improvement

- Sustain resources to effectively manage pedagogical challenges associated with emerging technologies (particularly in regard to further development of WP Online), changing student demographics and learning styles, as well as shifts in employer demands
- To enhance cutting-edge educational experiences for our students, continue to work with faculty development that emphasizes curriculum design
- Bring to fruition the work of the recently appointed Retention, Tenure and Promotion Review committee to ensure clear expectations for research, teaching, and service
- Better utilize the Curriculog system in place of the existing course approval process to help expedite course approvals.

Standard IV. Support of the Student Experience

Overview

As a public, comprehensive institution serving a region rich in diversity, the University's mission is to recruit, retain and graduate a diverse, traditional and non-traditional population of students. This section discusses how the University provides comprehensive support services designed to help students achieve their academic and personal goals in order to succeed in college and career. Resources and support services are designed with the specific needs of our first-generation, often working student population, including financial planning assistance, advising, tutoring, counseling and wellness, and accessibility to name a few. Clear policies and procedures drive support services and address students' needs from the time they are accepted and on-boarded through graduation. For example, students are provided an opportunity to complete, free of charge, developmental coursework in the summer before their first year officially begins. After that, they are supported in acclimating to the University environment in a newly redesigned freshman seminar course, Will Power 101, as well as being cohorted across their freshman classes. Numerous co-curricular and extracurricular opportunities and facilities, including gyms and playing fields, intercollegiate athletics, clubs and organizations, support the social, psychological, and physical well-being of our students. Concerted assessment-based practices show the university's commitment to support all of the students it enrolls.

Analytical Narrative

Commitment to Persistence

WP is committed to persistence. The University ensures an abundance of student resources for its widely diverse student population, many of whom are first-generation, to enable academic success, professional development, holistic well-being, and post-completion placement. The various disciplines offer programmatic student handbooks accessible online that provide detailed policies and procedures and the expectations for student success in the major. In addition, a complete listing of university policies and processes for students, faculty and staff, is readily available on University webpages (IV.01 Policies – University). Students can also access the University student handbook online where they find directory information, the student code of conduct, and policies, including Title IX grievance (IV.01 Student Handbook). These resources provide an intentional roadmap for success for students, are compatible with institutional mission, and enhance achievement of students' educational goals.

Having helpful resources has, we believe, helped increase graduation rates as well as retention. While the rise has not been entirely linear, four- and six-year graduation rates have increased steadily over the past several years suggesting that our support programs and services, including recent revisions to these, have made a difference. Four-year graduation rate rose from 21.2% for the class of 2014 to 32.4% for the class of 2019 (IV.01 Graduation Rates (4&6 year) 2004-19). When concerns about retention arose, WP made a concerted effort to put processes and programs in place to address these concerns. For example, the freshmen to sophomore retention rate recently decreased from 77% to 70% over a one-year period. In an effort to improve that, WP revamped its freshman experience program and introduced Will Power 101 in the Fall 2019

semester, began cohorting first year students, redeployed the developmental math course to an assistance-focused First-year Program venue, and invested in advising, among other things. First year retention rose from 69.3% in 2019 to 75.6% in 2020. While many factors drove this statistic, it is clear that our students can succeed by taking advantage of these supports.

No amount of support for students can help, however, if students are not clearly and adequately informed about the resources. Support services for students are communicated not only through weekly email university announcements but also through electronic systems such as the university's Starfish® platform, its advising platform (Degree Works) and its text messaging system, SignalVine. Starfish has been particularly effective in giving students the ability to receive feedback and ask for assistance electronically (the method they are used to) and allows for early alerts regarding academic performance, personal commendation of student work, and reminders of requirements and responsibilities (IV.01 Starfish for Student Success).

Admissions and Financial Services

From the moment students enter our doors, and even before, the *Admissions Office*, housed in the Division of Enrollment Management (EM), is working with them to assess fit. Both prospective and current students find a “one-stop shop” for assistance regarding admissions, enrollment, and financial aid in the services housed in EM. There Student Enrollment Services staff assist with registration functions, transcripts, enrollment verification, and FERPA (IV.01 Student Enrollment Services). The Office of Student Accounts chronicles the repayment process for loans and refund policies and timetables for dropped classes (IV.01 Office of Student Accounts). It also makes available to students information on graduate and undergraduate tuition and fees on its webpages (IV.01 Tuition and Fees). Students can walk into these offices and receive one-on-one assistance as well. Assessment of tuition and fees is determined annually through a process defined by University policy ((IV.01 Policy –Assessment of Tuition and Fees). The Office of Student Accounts outlines expenses for undergraduate and graduate students, discusses this with them and makes available information on payment installment plans and refund policies. Fees for residence life and meal plans are also presented on accessible websites (IV.04 Room and Board Rates –Residence Life) (IV.04 Meal Plans).

Our data show that financial concerns are a significant factor in student retention, making the availability of support even more critical. The Office of Financial Aid webpage provides many resources for prospective students and families. A thorough listing of sources of financial aid, from state and federal aid to private to personal relief by way of the Pioneer Food Pantry, is on their website (IV.01 Programs of Assistance). The Office of Financial Aid also shares information about scholarships, which are institutional, external, departmental, and donor related, as well as grants which include the Tuition Aid Grant (TAG) and EOF grants. Graduate students in qualifying programs can apply for graduate assistantships that give free tuition and a monetary stipend for part-time work.

Once enrolled, new students and their families are invited to day-long orientation events on a number of different dates throughout the summer and in early January for spring semester (IV.01 Orientation Events For Students). There are separate events for first-year and transfer students. For the WP at Mercer County Community College program (WP@MCCC), there are separate

orientation events every semester on the campus at Mercer CCC (IV.01 WP@Mercer Orientation Event August 2019). Orientation sessions offer the opportunity to interact with key personnel from administrative and academic offices on common issues such as transfer credit evaluation and registration. More generally, orientation activities offer students an opportunity to explore a variety of issues and get answers to questions they have about the academic experience, support services, and campus life. In response to the COVID-19 pandemic, the webpages and all related resources were updated and reflected both asynchronous and synchronous activities available to all new students and their families.

Academic Development: Overview

Recognizing the importance of retention, including advising, foundational work, and other student success measures that are part of “managing” enrollment, President Helldobler in January 2019 moved the Academic Development Office (which houses First-Year Foundation, first-year seminar, advising, EOF, and other student success elements) from Academic Affairs to the EM Office. The Office of Academic Development’s orchestration of student success initiatives has been continuous and comprehensive and seems to be moving the needle on retention rates. Academic Development has shown its commitment to supporting the overall student experience by making changes in its first-year seminar course, advising, and placement testing. It implemented the New Student Programs Office (IV.01 New Student Programs) and the Office of Student Transitions (IV.01 Office of Student Transitions), both dedicated to providing programming to ease the transition to college and support students throughout their first years. In addition, the Registrar’s Office began in fall 2019 to cohort the incoming first year students in designated sections of freshman classes. We anticipate assessment of this latter measure for retention impact.

Restructuring of advising, reallocation of resources to advising, as well as redesign of the first year seminar course has, we believe, helped improve retention. One year after making changes to advising and the first-year seminar course, year to date spring 2020 retention rose substantially. Fall 2019 KPI indicators showed a rise in first year retention rates for all freshmen and fall 2020 showed a 3.7% rise over 2019. This success is largely attributed to gains made through the new first-year seminar, Will Power 101, as well as other changes driven by the data, such as redesign of the advising program for first-year students providing a single academic advisor for the full year, block-scheduling of freshmen into their classes and changes to First-Year Foundation. These more structured, hands-on academic and student support services have proven successful as best practices designed to improve retention and timely graduation

First-year seminar: Will Power 101 and 102

One example of our commitment to persistence is redesign of the former freshman seminar, Pioneer Student Success (PSS) into a new, two-semester seminar, Will Power 101 and 102. This action was based on data showing a decline in first year retention over the past couple of years and indications that PSS was not working as well as it could. After assessing the problems our freshmen have with staying in school, staff developed the new seminar focusing on orienting new students to the resources on campus, assisting them with life skills and cohorting the groups (IV.01 Will.Power.101(WPS 1010). Will Power 102 follows the groups into the spring semester to continue with assistance with resources. Development of this seminar was a year-long process

involving discussion across university entities. Assessment of Will Power 101 is presented at the end of this standard.

Another revision occurred in Fall 2019 when, based on outcome/performance data, Math 1060, a developmental math course, was moved from the Math Department to the First-Year Foundations Program (FYF) where students struggling with math could get additional help. FTFT students can take the summer foundational program in math to prepare to enroll in for-credit math courses in their first semester. Assessment is ongoing and discussed at the end of this Standard. The University has extensive developmental programs for all students presenting an academic need following placement testing. WP is the only university among its nearby peer institutions in New Jersey to offer extensive free opportunities for developmental work. FYF provides opportunities to complete needed non-credit courses at no cost (materials are included).

First Year Foundations Program – Placements

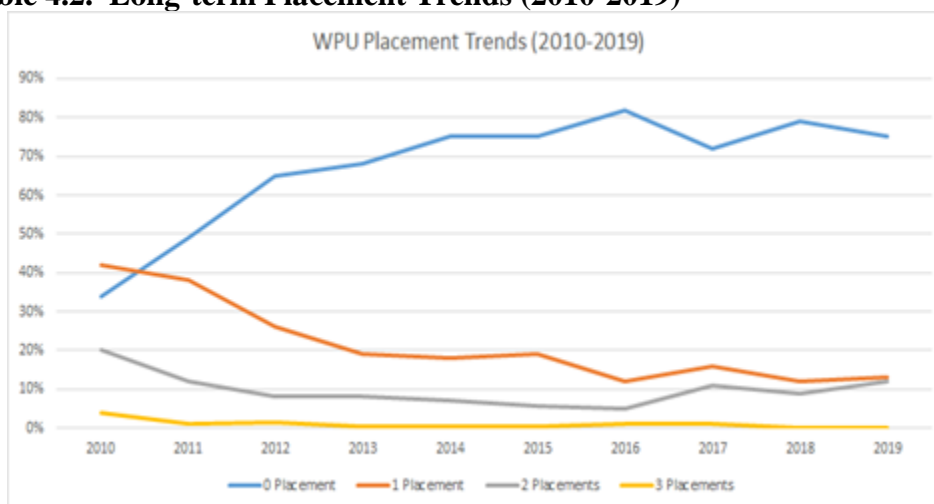
Prior to inception of the FYF program in 2011, placement in developmental courses was extensive and impacted students' ability to begin college level coursework in their first semester. Table 4.1 shows the rates of placement into required developmental coursework for FTFT students. Major areas of remediation were reading and math.

Table 4.1 Placement Rates for Incoming FTFT Students 2010

Number of Basic Skills Requirements	FTFT Freshmen	
	N	%
No requirements	518	34%
One requirement	648	42%
Two requirements	320	21%
Three requirements	48	3%

Beginning with the freshman class of 2011, the FYF summer developmental program showed an immediate impact on fall placement rates. Table 4.2 shows the rise in number of students having no placement in remediation. Overall improvement in developmental placement for FTFT has continued over the past nine years. Improvements in recruitment and data management have also helped increase the numbers of students served. Further, students who do not take advantage of the Foundational Program during the summer have the option of doing the program in the fall as it is also offered in tandem with freshman year courses. Students participating in the FYF summer program have strong summer yields (over 95%) and show strong long-term retention rates, indicating that an early engagement experience with the University results in a long-term connection. Current data shows these students' 4-year graduation rate (38%) is superior to the general population's rate (32.4% for 2015 FTFT cohort).

Table 4.2. Long-term Placement Trends (2010-2019)



The program continues to assess need and impact and has expanded to include six types of programs for students based on their placement test, SAT scores, and high school curriculum and GPA. An expansion to online and hybrid options for our large population of non-traditional students has also facilitated attendance. These programs include:

Refreshers – Offered in Reading or Mathematics, for students close to cut-off scores with strong SAT scores and college prep curriculum and strong high school GPA in content area. Program is online and self-paced by the student; exit exam is at the end of the program.

In-Person Extended Workshops – Offered in Reading or Mathematics, for students further from the cut-off score whose SAT's and/or high school curriculum and GPA show more significant weakness in the area. Program is 5 weeks, 2 hours daily, 4 days per week.

Online Flexible Format Math/Reading Workshops – Offered only for students who meet the extended workshop criteria but live too far to attend in person and have a work/life schedule that prevents them from committing to a synchronous online program. Provides the same curriculum as in-person tutoring and practice exams.

Hybrid Math and Reading Sessions- Available to students who, based on placement scores, need additional instruction to succeed at college level courses but cannot commit to a 4-day-a-week program. Workshops are Saturdays with online practice during the week

Live, Interactive Online Extended Workshops- Interactive math and reading workshops offered to students who qualify and who cannot attend in-person workshops but want to improve skills

Placement Testing Revisions

Academic Development changed its placement exam process for the fall 2020 admissions cycle due to the need to offer remote and other options for students in the midst of the spring 2020 COVID-19 pandemic. Accuplacer, the test in place at that time, was not able to provide a remote option until too late in May 2020 and it was costly for students (\$25 per student in addition to existing test fees). As a result, remote exam options were developed from internally developed

exit exams that were based on current curriculum and had been tested and used for at least seven years prior to use of Accuplacer. These in-house remote exams are offered seven days a week at multiple times. This is a dramatic expansion of offerings compared to the prior testing schedule. Options include:

Opt directly into existing FYF summer programs

Opt for a remote placement exam (exam hosted on Blackboard with proctoring by HonorLock)

Opt for a high school transcript review (IV.01 Transcript Review Criteria- Freshman Placement)

Transfer students options include:

Opt into fall semester course(s)

Opt for a remote placement exam

Initial outcomes of the in-house system indicate freshmen placement rates match rates for Accuplacer prior to Accuplacer's 2019 change of content for their exams. Initial outcomes also show students' placements based on transcript reviews match placement based on remote exam. Initial diagnostic exams during summer FYF programs indicate placements are appropriate.

Educational Opportunity Fund Program (EOF)

WP's EOF program provides academic and financial support for incoming freshmen (IV.01 EOF). The program equips students with tools for lifelong learning, leadership, and personal responsibility. All incoming first-time freshmen participating in the EOF program are required to attend the Summer Academic Institute. The goal of this six-week residential program is to prepare first-time freshmen for the realities and personal requirements of college. Students can earn degree credits, strengthen their academic skills, and become prepared for a successful academic life. Students participate in academic and enrichment workshops which facilitate transition to college, including participation in the Pioneer Leadership Institute. EOF students also have a summer program, the Summer Bridge Program (different from the summer basic skills program provided by the FYF), and are provided activities and support services designed to foster their success.

Advisement

Advisement is somewhat centralized at WP, using professional advisors for most students in their first 30 credits, after which time the student is then assigned to a faculty advisor in their chosen discipline. First-year students majoring in nursing, art, and music, however, are assigned a faculty advisor in their respective area from the beginning of their career. Likewise, students in the EOF Program and in the Honors College are advised by specially trained advisors in those areas. Professional advisors serve students in the centrally located Gloria S. Williams Advisement Center (IV.01 Advisement Center). Prior to AY2019-20, some professional advisors were housed in the colleges overseen by the deans instead of advisement professionals in the Advisement Center. Subsequent advising by faculty advisors after 30 credits allows content experts in the student's area of study to provide guidance on specific career choices and assistance in identifying suitable internship opportunities.

Students are informed via e-mail and information posted on the university's web pages about upcoming registration periods. General information and timelines are posted on the Registrar's

Web pages (IV.01 Registration Process & Timetable) with additional links to specific help including How-To videos (IV.01 Registration Assistance). Students must meet with their advisor to discuss course selection for the upcoming terms as well as engage in longer-term planning for the student's remaining requirements. Students can then obtain a Personal Identification Number (PIN) that allows them to register for courses. The University recently switched to a registration schedule in which spring and summer registration takes place concurrently, as does fall and winter registration. This allows for better medium-range planning. Students and advisors use their time together to discuss possible tutoring needs, internships, career and/or graduate school planning, and other topics with the ultimate goal of student success.

As part of its commitment to persistence in light of falling retention rates, the University made changes to advisement for first year students. In summer 2019, WP centralized all professional advisors for first-year students. This decision was informed by assessments of student feedback, student performance (measured by credit attainment), GPA, and persistence to the sophomore year. The centralization was intended to service students more intrusively and comprehensively throughout their first year, using a common approach to onboarding and guiding students in their first, most vulnerable year. As noted above, prior to that professional advisors were deployed in the colleges where they were managed by the colleges. Another issue for advisement was that students would often be assigned to multiple advisors before they graduated, creating inconsistency in advisor/student relations and inconsistency in advice. The centralization helped ensure consistency of advisor for the student across her or his first years and assured consistent and professional outreach to the first-year students. Professional advisors now uniformly direct advisement outreach efforts, monitor alerts, and provide support services.

In addition, the University made a strategic investment in seven new professional advisors. As of summer 2020, six have been hired. Provost Powers also initiated more extensive training for advisors, as well as advising resources (IV.01 Advisement Resources). Two half-day workshops were held for advisors in spring 2020 with 67 staff and faculty advisors attending. These workshops were in addition to the training they already receive.

Other Agents of Academic Support

Academic Success Center. The center offers tutoring every day of the week with a weekly posted schedule describing the subject matter, tutor, dates and times. Subjects include, for example, computer science, communication disorders, humanities, social sciences, music, language, business, reading comprehension, ESL, grammar, and writing. Students can request one-on-one tutoring, group tutoring, a study group, and/or a review session. There is also a variety of workshops offering note taking, test taking, and overcoming test stress.

Tutor.com. This online service provides free 24/7 academic support not only for online WP students but also anyone who needs help when face-to-face tutors are not available or preferred.

Nursing Student Success. The Nursing Department provides the Nursing Enrichment Tutoring Center (NET) for undergraduate students and the Educational Support Program (ESP) for graduate students. Both are free to nursing students. The NET offers helpful guides and practice exercises including links for learning and studying, time-management, writing and vocabulary,

thinking and evaluation, reading and research, and math and science. Faculty can request tutoring for students who are struggling in class. The ESP's primary service is writing assistance, but other services include test taking strategies, time management, an evaluation of study habits, assistance with managing anxiety and stress and help to pass certifications.

Science Enrichment Center. The Science Enrichment Center (SEC) provides an engaging learning environment in support of a comprehensive understanding of the sciences (IV.01 Science Enrichment Center). The Center offers study groups, walk-ins, workshops, online academic services, and resources. The SEC website also features an online chat and answers to frequently asked questions. According to the SEC Annual Report for the 2018-2019 academic year, "Students in high-risk science courses who participated in study groups had a significantly higher retention rate (83.1%) than students who did not come to the SEC (75%)."

Writing Center. The Writing Center helps students across all disciplines become stronger and more confident writers (IV.01 Writing Center). Services are free and sessions are also available online. Utilization data shows an increase in sessions offered from FY17 (3,533) to FY20 (3,623). Though fewer clients were served in FY20 compared to FY19, there were more repeat clients in FY20. That year also showed a 66% increase in graduate student sessions over FY19.

Professional Program Supports/Placement

CPA Review Course. WP students receive a discount on this fee-based resource in order to access its immense amount of resources helpful in passing the CPA exam, including task-based simulations, multiple-choice questions, books, 100 hours of detailed video lectures, assistance from an accounting team, and guaranteed access until the student has passed the CPA exam.

National Council Licensure Examination (NCLEX) Review Course. NUR 4315: Professional Licensure Preparation assists students with review for the NCLEX. It provides the opportunity to apply, analyze, and synthesize theory and nursing concepts, which is structured around NCLEX-RN content. Following a decline in NCLEX passing rates, the Nursing Department restructured the curriculum to allow students more time to prepare for the exam. In addition, the department infused NCLEX prep throughout the curriculum, revised admission criteria and academic standards, and increased Health Education Systems Incorporated (HESI) practice test benchmarks. These changes helped create a 100% pass rate on the most recent NCLEX.

PRAXIS Resources. The College of Education offers a PRAXIS Resource Center with free workshops to prepare for the PRAXIS exam. Students start taking the PRAXIS as soon as they complete UCC courses. Workshops are held daily, with guidebooks and online resources available as well. Additional resources include the online sites Khan Academy and ETS Praxis.

Career Development Center

For students across all majors, the University offers many resources to assist with post-degree placement, including the dedicated Career Development Center (CD). Examples of services provided are major/career exploration, workshops and one-on-one meetings on resume writing, cover letter writing, and interviewing skills, as well as assistance with finding internships and permanent employment (IV.01 Student Career Development Center). As part of its

comprehensive offerings, the Center provides eligible students the opportunity to join the Pesce Family Mentoring Institute, which matches students with a mentor from the professional community. Numerous testimonials attest to the positive impact of this program (IV.01 Pesce Family Mentoring Institute). Also, in conjunction with the colleges, CD actively organizes networking events and college-specific job fairs with employers. CD consistently assesses for continuous improvement. For example, it conducts annual post-graduate outcomes surveys to inform graduate outcomes in graduate school placement and job placement and utilizes these data to inform practice. WP graduate outcomes have remained competitive in the region and nationally. Additionally, CD's recent shift to a more robust and nationally recognized internship and job placement portal, Handshake, is seeing significantly increased employer and student use.

Certifications/ Degree Completion (including Prior Learning Assessment)

As a comprehensive, regional university, WP's mission is to serve its large population of working, non-traditional students with opportunities for intellectual and professional accomplishment and enrichment. One of the School of Continuing and Professional Education's (SCPE) primary roles is to serve working individuals with certifications and licensures in fields such as health, computing, business and teaching (IV.02 School of Continuing and Professional Education). Additionally, SCPE serves the community by providing youth camps in the summer months. It also serves enrollment for internationals. Since 2018, SCPE has enabled a large contingency of international high school students to study on our campus during the summer. Interstudio Viaggi (ISV) group from Italy has brought over 1,300 high school students to study English and other subjects on our campus in summer 2018 and 2019 combined. These international groups bring cultural diversity to the campus.

Adult Degree Completion (for-credit degrees)

In 2019 the SCPE began working with for-credit academic programs at the University to create professionally focused and flexibly delivered degree programs for working adults, the Adult Degree Completion program (ADC). The ADC is meant to enable working people who previously stopped out of college to return to complete a degree in order to advance in their field or pursue a new vocation. SCPE assists with application of non-traditional credits towards a degree (such as prior learning assessment (PLA), military experience, transfer credits and credit by exam) and recruits working students from among its business and government partners (IV.02 Adult Degree Completion Program). Two SCPE staff are certified PLA assessors. The program evaluates competency-based credits per the guidelines provided by the American Council on Education and in consultation with department faculty (IV.02 ACE Prior Learning Assessment Granting Member Institutions –WP). The academic programs work with SCPE to deliver the ADC programs to these cohorts of students, providing accelerated 7-week courses in both online and hybrid models of learning. The University launched its first ADC program, the BS in Public Health, in spring 2020. Upcoming programs include Communication Studies, Political Science, and potentially Organizational Leadership (an iteration of the BA in Liberal Studies).

Certifications (non-credit).

SCPE's non-credit programs of study leading to certifications and preparation for licensure feature short-term face-to-face and online and evening course delivery. The School's non-credit certificates aim for employment and advancement in the workplace in fields such as healthcare,

business, science and industry and serve the community with programs for medical assistants, dental assistants and pharmacy technicians to name a few (IV.02 Professional Certification Programs). SCPE works with NJ Department of Labor on grants for workforce development for Northeast New Jersey, helping the University's mission to serve the community.

Transfer

Strategic Plan 2012-2022 specifically references development of a robust transfer enrollment strategy that recognizes the expectations and needs of transfer students as well as other advanced standing students. Similar to the national metrics to determine the success of native first year students, metrics are utilized to measure the success of advanced standing students, including transfers. Transfer credit is applied according to the WP Undergraduate Transfer Credit Policy and Procedures (IV.02 Transfer Credit Policy and Procedures), which can be accessed from the webpages of the Office of Transfer and Special Sessions (TPSS) (IV.02 Transfer Credit Procedures (access) as well as in academic catalogs. These policy, procedures and practices align with the Comprehensive Statewide Transfer Agreement, which was approved by the New Jersey President's Council as implementation of the Lampitt Bill passed by the NJ Legislature in September 2007 (IV.02 NJ Transfer Agreement). This law maps the process of transferring from NJ community colleges to NJ four-year public colleges and universities.

The transfer admission process is administered by the Office of University Admissions (IV.02 Transfer Student Information). Review of prior credit, including traditional, distance learning, experiential learning, and military experience are conducted by the evaluation services team within the Office of University Admissions. There are also services provided to support transfer students, including a transfer student orientation program. Further, the university has numerous "2+2" articulation agreements with two-year community colleges, developed by the TPSS, which establishes the curriculum pathway for transfer of New Jersey community college students to WP as a seamless process (IV.02 Articulation Agreements –Transfer).

As recent data has shown declining transfer enrollments, the university set about addressing its transfer practices. An ad hoc Transfer Advisory Committee was established in 2018 and produced seven recommendations to the Provost and the VP for Enrollment Management. The committee, composed of personnel from Academic Affairs, Enrollment Management, Admissions and faculty, discussed how to increase transfer admits, create more transfer pipelines with community colleges, and better retain transfer students. Among the seven recommendations the committee sent to the appropriate VPs were 1) create dual (concomitant) enrollment opportunities for freshmen community college students 2) offer in-state or discounted tuition for out-of-state transfer students and 3) provide academic degree plans visible to potential transfer students so that they may see and plan their career at WP. Progress has been made on these recommendations. Significantly, tuition is now the same for in-state and out-of-state students in New Jersey. Degree plans are available on program websites.

In 2019, a Transfer Summit was included in President Helldobler's collection of assessment summits to analyze and discuss transfer decline. The Summit prompted discussion of such topics as transfer student onboarding and ways to initiate service enhancements in that process. The need for more 2+2 articulations, plus exploration of 3+1 agreements with area community colleges was one conclusion of this Summit, and the Director of TPSS was tasked with working

on that. Results of these efforts include a comprehensive 3+1 agreement signed by WP and Mercer County Community College in spring 2020, paving the way to establish multiple 3+1 programs between the colleges. Beginning there in fall 2020 will be 3+1 programs in English, Psychology, and Disability Studies. In addition, TPSS is working on a blanket 3+1 program in Nursing RN-BSN with all NJ community colleges.

Security of Student Information

The University has various policies and procedures for the safekeeping and security of student information to ensure the appropriate release of such records. WP complies with the Family Educational Rights and Privacy Act (FERPA) policy for the release of transcripts and educational records overseen by the Registrar (IV.03 FERPA). Students can opt to authorize release of their academic, financial aid, student account/or disciplinary records to a third party by completing the FERPA online form. University offices that maintain other confidential or highly sensitive information have safeguards in place to ensure proper maintenance of those records. The Counseling Health and Wellness Center (CHWC) uses Point and Click Solutions software as its electronic medical record/scheduling system. Point and Click Solutions is fully compliant with the Health Insurance Portability and Accountability Act (HIPAA) and was specifically designed for use in university counseling and health centers. Students' health and counseling records are never shared with anyone outside of the department without a student's written consent for release of information except in matters of safety, where the law permits sharing of information. Students are fully informed of these parameters at the outset of treatment. In addition, a policy is in place to establish contracts with various entities that provide services on behalf of CHWC. Per HIPAA regulations, those business associates are required to provide written assurances that they will safeguard protected health information. Similarly, the Accessibility Resource Center utilizes the Accessible Information System (AIM) software to maintain records for students with disabilities who are entitled to academic accommodations in accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act and applicable state law. All data is protected, and security protocols are in place to meet FERPA requirements. Records housed in various offices (e.g., departments, Dean's offices) are also kept under lock and key.

Student Development Services: Holistic Support of Students

While Academic Development offices focus on the academic success of students, the Division of Student Development (SD) focuses on enhancing the student experience, though health and wellness and opportunities for community building, leadership, and collaboration throughout the learning process (IV.01 Division of Student Development –Mission). Dedicated to the holistic support of students, the Counseling, Health and Wellness Center (CHWC) provides clinical and educational assistance while the Pioneer Pantry provides nourishment for students with food insecurities. Other Student Life services include the Accessibility Resource Center, assisting students with disabilities with testing resources, adaptive technologies, and other resources that enable equal access to all the university has to offer (IV.01 Accessibility Resource Center).

Counseling and Support

Students' psychological counseling and health/wellness needs are met by the Counseling, Health

and Wellness Center. The CHWC provides a variety of services to students and outreach to the campus community (IV.01 Counseling, Health and Wellness Center). It is staffed with psychologists, social workers, supervised graduate students, nurse practitioners, other registered nurses, a consulting physician, and administrative staff. The Center provides valuable confidential services to the WP student body and books several thousand appointments per semester. There is a counselor on-call 24/7/365 to assist students who might be experiencing a mental health emergency. The Center uses an electronic medical record system allowing for improved tracking of students and accessibility to health care information related to students (e.g., remote access available to staff for on-call emergencies). Annual reports of the CHWC show high utilization rates, and satisfaction surveys show that students are happy with the services (IV.01 CHWC Counseling Survey Summary). The Campus Victims Services Coordinator, who is housed in the Women's Center, provides free and confidential counseling and referral services to students who have been the victim of sexual assault, dating/domestic violence, or stalking.

Student Life: Co-curricular and Extracurricular Activities

Research on student success clearly indicates that students who are involved in and feel a part of the campus community are more likely to be successful. The departments within the Division of Student Development offer programs that are designed to increase student involvement and foster a sense of community. The many programs within Campus Activities, Service, & Leadership (CASL), Residence Life, Recreational Services, Athletics, The Center for Diversity and Inclusion and the Black Cultural Center (discussed in Standard II), Office of Veteran and Military Affairs, and others, enable students to participate in activities that meet the University's strategic goal of enhancing students' sense of community throughout and beyond the University. These programs and services are regulated by the same fiscal and administrative guidelines that govern our other programs. They are routinely assessed and efforts are made to continuously improve upon these offerings. Programming developed by these areas is guided by student development theory and is intentionally designed to contribute to retention and graduation.

Recreational Services offers workout facilities, group fitness classes, guided hikes, intramural and club sports leagues, and social events that are all designed to encourage students to remain active and healthy so that they are better equipped to handle the stress of academic work and stay focused. The many activities offered at the Sports and Recreation Center are governed by regulatory bodies that serve such facilities as well as by policy and safety rules of the university (IV.04 Recreational Facilities –Policies and Procedures). *Residence Life* programming provides both academic and social support for students as they acclimate to living on campus and learn the university environment. The work of the department of Residence Life is guided by principles and practices outlined in the Residence Life Handbook (IV.04 Residence Life Handbook).

WP strives to provide students with exceptional opportunities beyond the classroom in service to our strategic plan goal 3. For example, the WP LEADS *Digital Badge Programs* within Student Development offer students an opportunity to build a portfolio of achievements in several specialty areas including professional preparation, civic engagement, leadership development, new student orientation, and the recently developed area of social justice (IV.04 WP LEADS – Leaders in Service Badge). Each of the eight badges comprises a series of extra-curricular experiences, workshops and speakers that not only contribute to the students' current university

experience, but also helps develop skills that will benefit them in their careers. The civic engagement badge meets the university expectation that students participate in two low-level and two high-level service experiences, and includes successful completion of a UCC area 5 course. Each digital badge has a specific set of requirements that can be tracked on a student's Engagement Portfolio in the Pioneer Life portal to assist with career planning. Induction into the WP LEADS Honor Society is an exclusive honor that recognizes students who have achieved three WP LEADS Digital Badges during their career at William Paterson University. *CASL* provides a myriad of educational and social programming to assist students in the development of leadership skills and their sense of responsibility to the community including The Green League, the Organization of Latin American Students, Intervarsity Christian Fellowship, Pride Alliance, as well as the A Capella Club, Accounting Society, and various Greek organizations. These are governed by publicly available policies and procedures (IV.04 Campus Activities, Service & Leadership-Policy & Procedures). *Athletic Programs* allow student athletes to experience the benefits of participation in team sports while also providing academic support so that students can succeed in the classroom. The University offers six men's and seven women's NCAA Division III intercollegiate athletics teams. The Faculty Athletic Support Team (FAST) program was developed in 2013 to assist student athletes in achieving academic success. This formalized program enhances communication between faculty and the Athletic Department and serves as a resource to assist student-athletes so that they are more likely to "Finish in Four." The student athlete handbook outlines policies and procedures (IV.04 Student Athlete Handbook).

Other entities offer support to students and are likewise governed by policy and regulations. The *Women's Center* and *The Office of Veteran and Military Affairs* both offer programming that provides students with an opportunity to gain support while also learning about topics related to the specific areas in their purview. The Office of Veteran and Military Affairs website distinctly states, "It is required that all students utilizing military education benefits follow the guidelines listed within the WP handbook." Many areas within Student Development provide student workers with opportunities to gain valuable skills that will benefit them in their academic pursuits. The university provides guidelines for those serving as advisors for student activities to ensure compliance and equity (IV.04 Student Organization Advisor Guide). The University has a strong *Student Government Association (SGA)* that serves as the voice of students. SGA oversees student clubs and organizations helping to ensure students' social and physical as well as educational growth and wellbeing at the university. SGA works with University administration to ensure students' voices are heard and rights are upheld in relation to bylaws as well as safety and security. The SGA holds regular meetings (IV.04 SGA).

Third-Party Student Support Services

The University has contracted with outside providers to further support the student experience (IV. Third-Party Services Providers). Tutor.com's expert tutors, real-time data, and learning analytics assist WP with meeting the diverse learning needs of students. Tutor.com® offers one-to-one learning solutions for students and professionals. All services are live, on demand, and online, including homework help, tutoring, peer coaching, professional development, training, and career help. Experts are available 24/7 to support traditional and non-traditional students, identify knowledge gaps, and provide remedial help with initial coursework. Use of Tutor.com has continued to rise. When it was acquired in Fall 2018, 3,087 students utilized it that semester.

In Spring 2019, 3,752 students used it. In the summer and Fall of 2019 the total number of users jumped to 8,504. The Cheng Library has partnered with Chat Reference® to support students' research needs 24/7 with online search tools, electronic course reserves, and expert support.

Assessment of Support Services

The university has systematic assessment processes in place to determine the effectiveness of the programs that support students. In addition, shortly after President Helldobler came on board he held a series of assessment summits on topics crucial to improving WP's institutional priorities. While the work of the summits will be discussed in more depth in Standards V and VI, it is important to note here that much of the assessment in these summits focused on improving retention, advising, transfer and enrollment. Thus support services in these areas are now focused on continuous improvement (not just closing the loop) as identified in the summits and have already begun to make changes based on assessments.

Academic Development: Assessment

Academic Support Services is using assessment data to make improvements in academic performance for students. As noted earlier in this standard, Will Power 101 (WP101) is the new "introduction to the university" course for all first-year students and functions in our New Freshman Experience program. It was implemented in Fall 2019 after declining retention rates suggested that the current course, Pioneer Student Success, was not helping retention. One key element of the President's Summits was to work with Will Power 101 as a key factor in raising first year retention to 72.5%. That goal was exceeded with retention at 75.6% in spring 2020.

Now that Will Power 101 is in place, it is being assessed by looking at the following:

- *Key performance indicators* – semester GPA, achievement of good standing, credits earned, completion of required steps, attendance at program sessions and activities, retention first year to second.
- *Challenges and outside factors impacting performance indicators* – outside factors affecting performance not within programmatic control, e.g. student finances, health, family concerns
- *Assessment tools* – quantitative and qualitative direct assessment of students, such as SIS data, student satisfaction survey, summative statistics (mean)
- *Student-provided information* -- student ranking of key curriculum content, satisfaction with programs and structural elements, student recommended changes, midterm and end-of-term student surveys
- *Facilitator (teacher) provided information* – qualitative data from facilitators and bi-weekly focus groups throughout the semester

Although this course is new, assessment is already being used to make changes. For example, student satisfaction information, quantitative outcomes data, and qualitative facilitator feedback indicated that "Experience Friday" (students do an activity on Friday) was not the best method of integrating collegiate experiences into Will Power 101. Student feedback (yielding specifically high ratings for choice, low ratings for large Friday programs, and responses regarding areas of interest) informed a change to modules in which choice was built in but also managed. Further, curriculum topics were informed by student-expressed areas of interest and outside

data. Anticipated long-term outcomes research will look at retention and functioning of students after completion of the program.

Reassignment of developmental Math 1060 into the First Year Foundations Program is another example of use of assessment. Data was collected to determine whether the program is delivering desired outcomes in a way that works within the framework of departmental resources and capabilities and to identify areas for improvement. Highlights of the methodology include:

- *Weekly measurement of core placement procedures* – numbers of students placed in programs, numbers registered for programs, and non-responding students. This process is used to identify and remediate concerns quickly and identify future areas for change.
- *Individual program assessment* – for each curriculum delivery method (in person, hybrid, live online, flexible format, refresher), section, content type (Reading, Mathematics), and session (summer sessions 1,2,3; Fall; Spring):
 - formative assessment of student skills (through Ed Ready diagnostic assessment)
 - Final outcomes assessment – through final summative assessment, cutoff scores
 - Program outcomes articulation -- through initial placement, participation rate, completion rate, pass rate.
- *Program process assessment* – qualitative review of procedures, student and facilitator satisfaction, and process to identify areas for change. Also, quantitative review of:
 - Accuplacer placement rates based on cut-off scores
 - Testing and placement patterns throughout cycle to identify anticipated program needs for following year
 - Outcomes by section to identify useful pedagogy and practice.
- *Long-term outcomes research* – longitudinal research studies conducted periodically to assess outcomes following student participation in program
 - Quantitative studies looking at outcomes in upper division courses, retention, yield and other longer-term student factors.

Current fall 2020 data shows improvement across the board for FTFTs. Taken together, changes to advising, the first-year seminar and Math 1060, as well as increasing use of technologies such as Starfish, SignalVine and others, are moving the needle. The following improvements beginning in AY2019-20 over AY 2018-19, respectively, include:

- 1-year retention rate increase: 73% vs. 69.3% (per spring 2020 data, rise to 75.6%)
- Declared Major: 91.2% vs. 85.8%
- Credits Earned: 26.5 vs. 24.8
- Percent in Good Academic Standing: 90.6% vs. 83.3%
- Percent with a GPA above 3.0: 56% vs. 41.9%

Division of Student Development: Assessment

Student Development uses standards from the Council for Advancement of Standards in Higher Education (CAS) for assessing its programs and services. Each department and area within the division conducts CAS reviews in regular cycles and uses the outcomes to identify areas for improvement. In addition, CAS Implementation Summary Sheets are updated on an annual basis as a follow-up to the CAS reviews. Processes and results are catalogued in Campus Labs. Further, departments and staff have KPIs that align with University KPIs and set annual goals,

assess those goals and follow through with end of year reports on the results. All departments within Student Development conduct regular assessment, measuring participation, satisfaction and outcomes, as appropriate. The Student Development assessment team meets regularly to discuss the effectiveness of assessment practices and works to close the loop.

As an example, Campus Activities and Student Leadership began tracking student participation in Pioneer Life, the many extra-curricular opportunities for students, beginning in fall 2016 with the implementation of our first digital badges. This data has contributed to the tracking and measurement of student retention and involvement in high impact practices compared to those not involved. CASL tracks student engagement and participation in student organizations, civic engagement, and leadership development programs through the WP LEADS digital badge programs in Pioneer Life (IV.06 Assessment –Service Badges). Data help measure specific KPI's for retention of first year students in clubs and organizations, the Pioneer Leadership Institute (PLI) emerging leadership program, as well as participation for all undergraduate students in student organizations and civic engagement.

Retention of FTFT students in clubs /organization for FY2018 was 74% and for FY2019 75%, exceeding the overall university FTFT retention rates for these years. FTFT students involved in at least one civic engagement activity during their first year were also retained at higher rates (FY2018 - 83.4%, FY2017 - 90.7%, FY16 - 94.8%) than the FTFT university rate. As a result of this assessment, Student Development is making sure that students have access to online activities and engagement during the fall 2020 semester when the University will employ a mix of hybrid, online and limited face-to-face delivery of academics and services due to the COVID-19 crisis.

An example of how Student Development utilizes assessment data to make informed decisions about the most efficient use of human and fiscal resources occurred recently in the area of Recreational Services. After examining the past several years usage patterns for the Sports and Recreation Center, Overlook Fitness Center, and open swim at Wightman Pool, the new director made changes to schedules and staffing for 2019-2020 to maximize resources. At Overlook Fitness Center, early-morning weekday usage was nearly non-existent, so the facility set opening hours to 8:00 a.m. rather than 7:00 a.m. In addition, early- and late-weekend schedules were adjusted so that they mirrored the typical usage times and also were made the same for both Saturday and Sunday to create consistent operating times for users. Sports and Recreation Center student staffing was modified by blending two roles into one fuller role, thereby reducing unnecessary staff redundancy at times when the facility was not as busy. Finally, since use of Wightman Pool during open rec swimming periods was light, the session schedule was condensed to offer fewer swimming periods while preserving high use times. Such modifications allowed the department to redirect resources to other areas and better meet the needs of students.

Division of Enrollment Management: Assessment

EM's KPIs focus on its role in ensuring sustained and improving enrollments in first-year and transfer students, in helping students secure and understand their school loans and debt, and in working with Academic Affairs to help retain students and increase graduation rates. EM has over the years continually reviewed and improved its processes to ensure continuous improvement. For example, recognizing the importance of getting enrollment, retention and

completion data to the units that help drive that data (the academic departments themselves), EM worked with IT to create a dashboard system to provide deans and chairs with real-time data on their enrollments, transfers, non-registered students and other data. IT provided training for chairs and deans to access and understand their dashboard data. Having retention and enrollment data more easily accessible is key to e data-driven decision making.

EM also uses Campus Labs products Baseline and Planning for assessment. An assessment team with representation from the various departments within EM work to align assessment outcomes with the goals of the university's strategic plan. To improve upon its service delivery to students applying for financial aid, the Financial Aid office in its 2019-2020 unit assessment looked at its business analysis process regarding FAFSA applications, and student selection for the verification process. The office identified the following as needing improvement:

- The need for parents to be involved in the financial aid process
- The need for financial aid information nights at WP
- More opportunities to educate families

As a result of this assessment, a Financial Literacy committee was established by Student Enrollment Services (SES) and Financial Aid Office to explore the needs of students and the elements needed to help make college affordability and expenses more understandable for students and their parents. Also in its efforts to improve service to students, the Student Enrollment Services administers satisfaction surveys to new incoming and transfer students, readmits and graduate students. Of the 307 students who responded to the question on "How long did it take you to receive a response?" 54.5% indicated receiving same day response, while 26.4% indicated receiving response within one business day, and 14.7% indicated receipt of service within 2 business days. Further, 88.9% were very satisfied/satisfied with the timely response, and 90.2% were very satisfied/satisfied with the courteousness of service received. The University understands that professionalism and efficiency in service delivery can contribute to improvement in enrollment and student success.

Conclusion: Strengths and Challenges

WP is committed to supporting student learning and well-being with the goal of persistence to graduation. Assessment of its many support resources is helping us to continuously improve delivery of services. A strength of the University is its great strides in enabling students who have developmental needs to complete those courses in advance of the start of the fall semester. The university has made concerted efforts to improve advising as well as the first-year experience course, including but not limited to the centralization of professional advisors for students under 30 credits, additional training for advisors, and creation of the new first year experience course Will Power 101. Data show these efforts have paid off in retention and potential for persistence. In support of our students' particular financial needs, a committee on financial literacy was established by Student Enrollment Services and Financial Aid to further explore how to help make college affordability and expenses more understandable for students and their parents. The Division of Student Development provides many activities, programs and services that cement WP's holistic approach to a college education.

Recommendations for Continuous Improvement

- Continue to assess Will Power 101 and other academic supports to improve retention, making changes where evidence indicates need to do so.
- Continue advisement training: given that increased attention is currently being paid to the importance of developmental and intrusive advisement, it is recommended that consistent training be provided to all newly hired professional and faculty advisors.
- Continued focus on providing the best financial support for our students

Standard V: Educational Effectiveness Assessment

Overview

Evidence presented on this standard demonstrates progress made by the university since its 2016 PRR submission in sustained efforts at improving assessment of educational effectiveness. Among these is a keen focus on Key Performance Indicators (KPIs) to better assess institutional mission and goals of the strategic plan, use of Campus Labs to track sustained student learning assessment and the formation of a University Assessment Council to oversee assessment efforts. Assessment of student learning occurs across all programs in the colleges and across non-academic units as well. Documentation is captured in our centralized Campus Labs platform. Academic programs use assessment data for the development of initiatives that seek to improve KPIs linked to institutional priorities such as increased retention, four-year graduation rates, and job placement rates. Improvements from assessments and resulting changes in foundational (developmental) and first-year seminar programming (discussed previously in Standard IV) have also helped improve learning and retention of FTFT students. The University continues to develop a culture of assessment using evidence-based practices for improvement.

Analytical Narrative

University and Educational Goals Assessment

While the university established Dashboard Indicators approximately 10 years ago, they were not widely used beyond the board and cabinet level to assess progress toward goals. New KPIs were established in Fall 2018 for the university, and divisions and higher education managers have renewed the focus on assessing and advancing institutional and student learning goals. Indicators focusing specifically on educational effectiveness measure retention, graduation rates, social mobility and employability of students. In addition, a new Provost hired in 2019 has been an agent of change in Academic Affairs: college and academic program strategic plans now align with university strategic goals, priorities and KPIs. In addition, colleges are now held directly accountable for KPIs in enrollment, retention, grant funding, and graduation rates.

Results linked to strategic priorities, KPIs and goal assessment for colleges and their academic programs now reside in Campus Labs. Restructuring of a new Office of Institutional Effectiveness (IE), with a new Executive Director and reorganized staffing, has moved all divisions towards excellence in educational effectiveness assessment and use of Campus Labs. Renewed energy around Campus Labs to implement and centralize assessment processes has enabled the University to implement a scaffolded assessment infrastructure around its strategic plan goals, KPIs, and student learning outcomes for each college and unit.

Role of the Office of Institutional Effectiveness

In 2019, the Office of Institutional Research and Assessment (IR&A) was restructured into a new, the Office of Institutional Effectiveness (IE). IE provides leadership for improving and maintaining the accuracy and consistency of institutional data for internal and external reporting (e.g., University Fact Book, IPEDS Surveys, AIU Report, student and alumni surveys, NSSE,

FSSE, among others). It provides support for accreditation and assessment for all academic colleges and administrative division and provides training and guidance to faculty/staff on outcomes assessment, including the use of Campus Labs. Retirement of the director and other staff transitions left our IR&A with an interim director and reduced staff during much of 2018 and the beginning of 2019. Notwithstanding, during this time the Associate Director took the reins of assessment and renewed training for college and program assessment directors on the principles of assessment as articulated in Campus Labs until he left WP for a higher position elsewhere. Training activity was ramped up when a new Executive Director, Data Analyst, and Associate Director were brought onboard beginning in Spring 2019. The new hires were part of restructuring of the office begun spring 2019. After discussions between the President and Academic Affairs, the office was renamed the Office of Institutional Effectiveness to focus its purpose on the effects and use of data, not just the collection and dissemination of data. The restructuring enabled IE to move assessment forward with Campus Labs and best practices.

Role of Campus Labs

Campus Labs has been fully implemented as the means for documenting program planning, assessment and action for educational assessment throughout Academic Affairs. Prior to 2018, mainly the Student Development Division used Campus Labs for this purpose. Previously, academic program assessment was reported by submission of an annual report from each college. In 2018, a revised Program Assessment Manual (V.01. WP Program Assessment Manual) was created, training was held and colleges and departments began using the Campus Labs Planning module. During fall 2019, 13 different training sessions were offered for faculty assessment coordinators on use of both Planning and Outcomes modules which 35 faculty attended. Additional training in spring 2020 reached 48 faculty assessment coordinators. During these sessions IE reviewed elements of effective assessment, including the need to update and follow program mission statements, create measurable student learning outcomes (SLOs), and follow-through with an action plan after data analysis to enable improvement.

Campus Labs features a four-step process for assessment: 1) a curriculum map, on which programs demonstrate in which courses assessment will be run to measure introduction, reinforcement and mastery of the program learning outcomes, 2) an assessment plan including program SLOs that concur with mission and goals, 3) a results report, and 4) an action plan. This process allows for standardized program assessment reporting and facilitates communication, dissemination, and systematic use of assessment results and data for continuous improvement of student learning. The university assesses its educational and degree program goals within the context of institutional mission. The structure and components of assessment are presented in the Institutional Effectiveness Plan (V.01 Institutional Effectiveness Plan).

Role of the Faculty Senate Assessment Council

The Senate Assessment Council works in tandem with IE in support of assessment at the university, defined in their charge as “the measurement of course, program, and other SLOs, as well as university wide curricular initiatives, for the purpose of improvement. They primarily help improve assessments by working to: “1. Better articulate educational goals, 2. Provide means for collecting information on the progress towards the goals, 3. Disseminate results to faculty and staff involved, who will consider possible modifications in that which has been

assessed.” (V.05. Faculty Senate Assessment Council Charge). In 2016, as a result of a faculty survey, the Council reported (11/8/2016) on the assessment resource needs of the university. Recommendations included more training and resources for faculty to better use assessment tools, systems and statistical designs and strengthening the culture of assessment at WP. These recommendations were acted on, and in the 2017-2018 academic year, renewed training for faculty led to the wide-spread use of use of Campus Labs. When the COVID-19 pandemic closed down the campus in spring 2020, the Faculty Senate Assessment Council, working with the Provost’s office and IE, administered to faculty a Covid-19 related online teaching and assessment survey to assess their needs for doing these processes electronically. Overall, 63.5% of the respondents found their transition to online teaching seamless with minimal challenges, and 72.9% were confident in developing online assessment tools to assess SLOs. IE provided several assessment-related resources to support faculty and staff in online assessment and posted on their website (V.01 Institutional Effectiveness Assessment Resources).

Role of the University Assessment Council

A University Assessment Council (UAC) was created in 2020 to provide a mechanism for university-wide review of assessment results leading to recommendations for resource allocation and recommendations for improvements in assessment. Two supporting committees were also formed: the Academic Assessment Committee (AAC) and the Administrative Assessment Committee (ADAC). These committees ensure consistency, effectiveness, utilization, and sustainability of assessment efforts. They also help link assessment to planning and budgeting.

The AAC focuses on assessment of teaching and learning and includes all college assessment coordinators as well as representatives from the Honors College, Library, UCC, IE, and Provost Office. This committee is responsible for overview of program level SLO assessment, UCC assessment and program reviews (V.05 Academic Assessment Committee Charge). The AAC meets each semester to review the major successes and challenges in assessment, both results and methodology, from each academic area. A template guides consistent review across all colleges and units that assess (V.05 Academic Assessment Committee Review Template). The goal of the committee is to discuss this review of assessments and make recommendations to the UAC for needs of the academic units based on assessment of their assessment results. ADAC is responsible for the overview of administrative unit assessment and includes representatives from Administration and Finance (including HR and IT), Enrollment Management, Academic Affairs, IE, and Student Development. Like the AAC, the ADAC reviews annual assessment reports, meets once a semester to discuss assessment results and methods, and offers recommendations for actions to the UAC (V.05. Administrative Assessment Committee Charge). The UAC reviews the reports and recommendations of both the AAC and ADAC and offers its recommendations for resource allocation based on assessment results to the President and Cabinet (V.05. University Assessment Council Charge). The UAC includes co-chairs of the AAC and ADAC plus the Executive Director of IE. These committees began work in fall 2020 and are discussed further in Standard VI.

Academic Affairs Assessment Processes

Academic Affairs (AA) is responsible for reporting on the assessment of program learning outcomes and includes the colleges, academic departments, the David and Lorraine Cheng

Library, and the University Core Curriculum (UCC). AA also reviews the annual assessment reports for the School of Continuing and Professional Education, the Office of Transfer Programs and Special Sessions, and the Office of Sponsored Programs, and IE. Going back to the 1990's, WP implemented a bottom up assessment model driven by program level assessment reported up to the college and then unit. Approximately 2/3 of graduate programs and 1/3 of undergraduate programs hold disciplinary accreditations and follow the assessment requirements of the accrediting body. Non-accredited programs are expected to develop program-specific assessment plans, reporting annually their results and actions taken.

A faculty member is designated as assessment coordinator for each college; additionally a faculty member is designated as assessment coordinator for each department. Department assessment coordinators organize annual programmatic learning assessment activities and upload data to Campus Labs. In addition to quantitative data on SLOs, departments use surveys and other indirect methods of assessment that give insight into student learning and satisfaction. Each program has a curriculum map of learning outcomes that are introduced, reinforced and mastered in specific courses and identifies how courses contribute to the program goals (contained in Campus Labs). Further, each program has programmatic goals tied to their mission that align broadly to their college strategic plan, such as improving retention or fostering career development. These goals, along with those that focus specifically on the quality of the program's educational experience and learning outcomes, link to the institution's strategic plan and comprise a substantial part of the program review completed every seven (7) years (discussed in Standard III). College assessment coordinators ensure that program assessment and SLOs are updated college wide in Campus Labs and on program websites. Further, each college has meaningful curricular goals within its strategic plan with defensible standards on which it produces annual college assessment reports. These are also overseen by college assessment coordinators and uploaded to Campus Labs (Full reports are found in Campus Labs). College assessment coordinators comprise the membership of the Academic Assessment Committee.

Assessment is done on an annual basis for academic programs and administrative units; the assessment cycle is 10/01 – 9/30 of each year. All programs and units decide on goals and outcomes to be assessed at the start of each fall semester and assessment results are concluded by the end of summer (June 30). College assessment coordinators provide annual assessment summary reports to the Academic Assessment Committee (AAC) while non-academic unit representatives provide summary reports to the Administrative Assessment Committee (ADAC). These summary highlights from both units are then shared with the University Assessment Council (UAC) for recommendations to the President and Cabinet regarding resource allocation decision making (discussed below in Assessment of Assessment).

Institutional Education Goals and the University Core Curriculum

WP's educational goals are defined in the University's Strategic Plan 2012-2022. (V. 01 Strategic Plan 2012 - 2022):

1. Communicate effectively through speaking and writing skills.
2. Demonstrate critical and analytical skills in addressing social, philosophical and historical issues.
3. Demonstrate understanding of scientific principles and methods.

4. Formulate strategies to locate, evaluate, and apply information.
5. Demonstrate knowledge of diverse cultures, including global and historical perspectives.
6. Identify activities that fulfill personal, civic, and social responsibilities.
7. Use computer and emerging digital technologies effectively.
8. Demonstrate an appreciation for aesthetics and creative activity.
9. Demonstrate an awareness of global connections and interdependencies.

University learning goals are articulated through the University Core Curriculum (UCC). That is, the university's nine major areas of educational goals are encompassed in the UCC areas of study (discussed in Standard III) and include 1) personal well-being 2) expression 3) ways of knowing 4) diversity and justice 5) community and civic engagement and 6) global awareness.

University Core Curriculum Assessment

When departments apply to have courses qualified for the UCC, UCC SLOs must be identified, and it must be clear how the SLOs are addressed within the course content (V. 02. UCC Course Application Process, pages 11 and 12). The department must also identify the types of assessments that will be applied to the UCC SLOs. These SLOs must be included in the master course outline as well as the individual syllabi used in each course section (V. 02. UCC Course Outline Template; V.02. WP Syllabus Template). While academic departments are expected to assess UCC SLOs as part of their regular program assessments, the Senate UCC Council carries out broad assessment activities aimed at improving overall delivery of the UCC as well as achievement of UCC SLOs university-wide. The UCC Council uses both indirect and direct assessment methods, discusses results within the council and shares results and recommendations with the Faculty Senate, Deans Council and relevant academic departments. In some cases, action is taken based on these recommendations at the departmental or college level and sometimes the UCC has taken action to modify the program, policy, or provide professional development aimed at improving SLO achievement.

One example of a direct assessment conducted by the UCC Council was completed for the Writing Intensive requirement. Writing samples were collected from multiple levels of writing intensive courses and faculty scored the writing samples using rubrics based on the SLOs for this goal (V.02. UCC Writing Intensive Assessment). These assessment results were shared with the Faculty Senate, Deans Council, Writing Across the Curriculum (WAC) Program and the Center for Teaching Excellence. The WAC in particular scheduled focused professional development activities for faculty teaching these courses, aimed at improving outcomes. The Cheng Library increased outreach to faculty and students, providing workshops and resources focused on the use of sources and evidence, one of the SLOs that had the lowest mean score. An additional direct assessment for writing was carried out Spring 2020 and results will be analyzed, shared and acted upon during the 2020/2021 academic year.

Two examples of indirect assessment involved the review of individual syllabi for UCC Areas 3d (Scientific Ways of Knowing) and 3e (Quantitative Ways of Knowing). These assessments clearly demonstrated that a significant number of syllabi did not list the UCC SLOs and it was not always clear where these SLOs were addressed in the content. As a result, faculty and departments were reminded of the need to review syllabi to ensure that the SLOs approved in the

master course outlines are reflected in the syllabi each semester. A follow-up direct assessment for Area 3e (Quantitative Ways of Knowing) was carried out Spring 2020; results will be analyzed, shared and acted upon during the 2020/2021 academic year.

Since the beginning of the current UCC approximately 10 years ago, faculty have struggled with how to deliver the Area 5 SLO: “Demonstrate the skills to effectively participate in community and civic life” when we do not actually require that a course integrate a service activity. In response to early concerns about this issue, the University created a Student Development/ Academic Affairs Civic Engagement partnership. Through this partnership, new service opportunities have been created and many faculty have partnered with civic engagement staff in Student Development to integrate a meaningful service component in their classes. Recently, the UCC Council carried out a focus group assessment to identify challenges faculty are having with this UCC goal so that support can be targeted (V.02. UCC Civic Engagement Assessment). A Strategic Budgeting request was submitted and funded to provide mini grants faculty could use to support integration of service learning in their courses. The Council also used the focus groups as a starting point for re-examining the Area 5 SLOs and re-open the conversation on requiring service. A subcommittee of the UCC Council was formed in Spring 2020 and expect recommendations will come to the UCC Council in the 2020/2021 academic year.

During the 2019/2021 academic year, the UCC Council also reviewed the nature of their assessments and determined that 1) there was no mechanism in place to gather and analyze department-level UCC SLO assessment and 2) the Council needed to use more direct assessment in their array of assessment tools. Historically, assessment of UCC was localized in the departments offering UCC courses, thus reporting out was decentralized, impairing the UCC Council’s ability to use direct assessments for decision making. With the appointment of new UCC faculty co-chairs in 2019 after the office was vacant for about a year when the former director retired suddenly, assessment was recalibrated and Campus Labs was implemented. The first step was to configure the Campus Labs Planning and Outcomes modules to allow more effective archiving of assessments results related to UCC campus wide. The Outcomes module in particular allows direct entry of assessment results relevant to UCC by departments, enabling the UCC Council to review aggregated results on a regular basis. As of spring 2020, all UCC SLOs were migrated into Campus Labs Outcomes and UCC courses have been linked. Direct assessments for three areas were created and completed in the 2019-2020 academic year (2b: Writing, 3e: Quantitative, and 5: Civic Engagement). Based on the work completed last year, the UCC Council is charged in 2020/2021 to revise their assessment schedule to incorporate use of the Campus Labs Outcomes module. The UCC office and IE will partner to provide training in the entry of direct assessment results at the program level.

UCC Council Direct Assessment Findings

The pilot 2019/2020 direct assessments of UCC outcomes using Campus Labs for areas 2b, 3e and 5 show positive results. Findings for area 2B revealed 96.4% of the students met/exceeded the target on the SLO “Develop expository essays exhibiting a coherent structure, and as appropriate, integrating research.” Similar trends were observed for “Understand fundamental standards of college writing” and “Utilize feedback from instructors and classmates to develop their writing and their writing process.” Area 3E was also assessed and results on “Interpret and

evaluate quantitative or symbolic models such as graphs, tables, units of measurement, and distributions” show that 76.3% of the students met/exceeded the threshold while 23.7% did not. For “Perform algebraic computations and obtain solutions using equations and formulas,” 73.8% of the students met/exceeded the target. With regard to assessment on development of mathematical and communication skills, 70.3% met/exceeded the threshold while 29.7% did not. Assessment of SLOs on area 5 (civic and community engagement) “Demonstrate the knowledge and skills to engage in community problem-solving” showed a 90% success rate in meeting or exceeding the benchmark. Similar success rates were observed for “Identify key arenas (local, national and/or global) of engagement and decision-making,” “Identify the relationship between the course discipline and civic engagement,” and “Identify the relationship between the course discipline and civic engagement.” The UCC Council is charged with analyzing and sending out these results in its Fall 2020 session and formulating appropriate action plans Spring 2020.

Academic Program Assessment and Continuous Improvement

All academic programs that do not hold disciplinary accreditations are expected to develop and follow an assessment plan aligned with their program mission and goal. Approximately 2.3 of graduate degree programs and 1/3 of academic degree programs are accredited and are expected to develop and follow assessment plans according to the requirements of their accrediting body. Mission statements for colleges and departments align with the University mission for successful careers, meaningful lives and further education (V.02. Sample Department Mission Statement).

Each program designs a course of study (curriculum) based on professional, national and state standards and best practices in the discipline that includes learning outcomes. Strategic plans and program learning outcomes for each program are expected to demonstrate that programs are using defensible standards for evaluating whether students are achieving these goals. Prior to utilization of Campus Labs, departments assessed their programs based on best practices in their discipline and submitted assessment reports to the dean and provost in June of each year. We realized that this process, while driving change in individual programs, results in inconsistent reporting formats that do not facilitate use of assessment data across departments, colleges and university. Centralization of assessment data in Campus Labs enables better access to the data for all faculty members, ensures that best practices are followed (via Campus Labs templates), and enables transition from one program assessment coordinator to the other without loss of data.

Among the key findings of our *2011 Middle States Review* was the necessity of deeper engagement with the principles and practices of continuous improvement informed by a well-developed and integrated assessment process and culture. Whereas our *2016 Periodic Review Report* described progress made in this area, more work remained. This continues as a work in progress but one we believe that has resulted in significant improvements. In the sub-sections that follow, we provide context within key academic divisions of the university, and artifactual examples in specific focus areas that are especially appropriate to that division.

Cotsakos College of Business (CCOB)

Assessment of student learning and achievement in the Cotsakos College of Business (CCOB) conforms to the Association to Advance Collegiate Schools of Business (AACSB) standards. Select standards are assessed each semester as part of the Assurance of Learning (AOL) plan. Each year, the college meets in retreat to review the AOL results and determine appropriate

action. For example, the 2017 AOL results showed that 30% of CCOB undergraduates struggled to master the goal on decision making while most students mastered the goal on work groups. To address the shortfall regarding decision-making, the college subscribed to a database of video case studies to enhance students' decision making and problem solving skills and integrated these into coursework. Only 63% of MBA students met the oral communication and persuasion metric. The college also invested in the development of Professional Enrichment (PE) programs that offer presentation and writing workshops to enhance student communication skills; students were encouraged to participate in these programs. The 2020 AOL report (V.02. CCOB 19-20 AOL Assessment Reports) shows that 92.8% of undergraduates met the decision making measure and 93.78% of the MBA students met the oral communication benchmark.

These are just two examples of action resulting from assessment in the CCOB. The AOL process in the CCOB has driven a multi-faceted approach to student success services through the PE program, which includes internships, a Business Tutoring Lab and extra-curricular activities offered by the Student Advisory Council, as well as a series of workshops and presentations. During the 2017–2018 academic year, 203 students visited the Business Tutoring Lab at Valley Road and 1,206 students attended 59 PE workshops. Based on results monitored by a newly introduced automated Student ID card scanning system, 199 of the attendees interacted with the Career Development Center for services including career planning, resume clinic, mock interviews, and LinkedIn profile reviews. These activities align with the institutional priority on increased retention and improved 4-year graduation rates as well as job placement prospects. During the 2017–2018 academic year, the CCOB assisted students in securing 93 for-credit internships with prestigious firms such as Johnson & Johnson, Unilever, Ernst & Young, and TD Bank. The Director of Internships offered internship workshops and guest speakers from industry. The Director also developed an internship checklist that requires completion of Tier One PE workshops and mandatory meetings with a Career Center Advisor and the CCOB Internship Coordinator. This effort contributes to the attainment of the institutional priority on improved employment rates for students.

As part of the CCOB's most recent AACSB accreditation review process, the CCOB faculty re-examined their AOL process and significantly revised the college's learning goals to better align with the CCOB mission (previously they had been basing the college goals on specific course requirements where they had measured the learning outcomes). Further, faculty streamlined the number of learning objectives under each learning goal to better focus on the quality of data collected rather than quantity of data. The streamlined data collection gathers more focused and substantive data to undertake more focused closing-the-loop activities. CCOB faculty administer an Assurance of Learning (AOL) instrument to all sections of each course chosen for measurement of a goal. The data are given to department faculty who discuss whether a change is needed in pedagogy or curriculum to improve student learning. Faculty also receive the AOL data prior to their annual faculty retreat to analyze and identify activities needed to close the loop. The CCOB has developed an effective AOL process to ensure systematic continuous improvement of courses, curricula, and student learning. Faculty derive the learning goals of all degree programs from the CCOB mission. The AOL process is holistic and involves faculty as well as other stakeholders. The process leads to measurement of learning goals and outcomes twice in each five-year CIR process. The college was reaccredited by the AACSB in Fall 2019.

College of Education (COE)

Most programs in COE are accredited by the Council for the Accreditation of Educator Preparation (CAEP) and its assessment of academic programs is now in line with CAEP and state expectations. Previously these programs were accredited under NCATE. The COE's Professional Counseling Program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

COE undergoes its CAEP accreditation site visit in October 2020. Self-study highlights include:

- 98% (n=337) of candidates in the undergraduate and graduate initial teacher education programs from fall 2017-fall 2018 met or exceeded the success criteria of the COE competencies for beginning teachers with an aggregate mean score of 3.22 on the *Professional Assessment for Clinical Experience (PACE)* performance assessment. Candidates demonstrated particular strengths in the following competencies: C3 *Establishes a culture of learning* (3.34 overall mean), C16 *Demonstrates professional ethics* (3.45 overall mean), and C17 *Demonstrates professional dispositions* (3.47 overall mean). This can be attributed to the emphasis, purposeful modeling, assessment of and engagement in understanding and demonstration of high ethical behavior and professional responsibilities through all levels of preparation.
- 100% (n=252) of candidates in the undergraduate and graduate initial teacher education programs from fall 2017-fall 2018 met the success criteria for *edTPA*, a state licensure requirement.
- Candidates in advanced programs met or exceeded cut scores on four assessments common across all programs for fall 2017-fall 2018 providing evidence that they are able to apply their specialized content knowledge in support of P-12 student learning and act responsibly, professionally and collaboratively with colleagues, administrators, families and the community.

Annual retreats were held to review COE data through 2019 when the *Continuous Improvement Committee* was established and codified in the COE bylaws (revised 2019), to provide oversight of the data review process for individual programs, including those outside the COE (physical education and music education). All departments and offices in the COE are represented on this committee. Charges include: 1) supporting the COE in reviewing and analyzing data for quality assurance and continuous improvement in initial and advanced programs, 2) analyzing unit-wide program assessments and recommending changes, and 3) responding to requests for guidance from the Dean and the various departments and programs.

The COE is a leader in offering professional development on a regular basis to faculty, clinical educators and supervisors to improve pedagogy, assessment and curriculum. In 2017, McRel International provided professional development to faculty on qualitative rubric design, which was the impetus, along with longitudinal data, for the redesign of assessments and curriculum across all initial and advanced programs. The COE's Diversity and Technology Committees provide professional development at college-wide meetings, and in 2019 the COE provided professional development on culturally relevant teaching. The COE uses the Chalk and Wire (now part of Campus Labs) platform for managing assessment. (V.02 Fall 2020 COE Summary Assessment of Teacher Education Programs).

College of Arts and Communication (COAC)

The Art program within the College of Arts and Communication (COAC) is accredited by the National Association of Schools of Art and Design (NASAD) while the Music degree program is accredited by the National Association of Schools of Music (NASM). Findings from the 2019-2020 academic year for Art and Music using Campus Labs showed nearly all the students assessed met/exceeded the program SLOs (See V. 02 COAC Sample 19-20 Program Assessment Reports). These results are the product of an iterative assessment and program adjustment process driven by their accreditation requirements. For example, the Art Department uses the Higher Education Arts Data Services (HEADS) survey each year. It serves as the basis for ongoing self-study, which includes a review of course outlines, SLOs and assessments. The survey results have been used to request facilities improvement as a result of the Art Department's consistent enrollment growth and needs identified through the assessments and survey. While major facility changes are yet to occur, smaller requests for animation and gaming workstations have been achieved. The survey results were also used to make changes in faculty lines. For example, increased enrollment in the animation and gaming program led to an open Art History faculty line being turned into a Gaming and Animation position.

In order to meet KPIs for retention and degree completion, COAC developed and offers Advisement Tool Kit workshops designed to help students navigate the Degree Works system. Surveys of students participating in the workshop show that they are immediately able to find their advisor on Degree Works, navigate Degree Works and utilize it to prepare for advisement.

College of Humanities and Social Sciences (CHSS)

The College of Humanities and Social Science (CHSS) employs capstone assessments, proficiency exams, standardized questions embedded in examinations, evaluation of student writing, and student surveys, among others in their annual assessments. They identify gaps in student learning annually and take corrective action. For example, in their 2017/2018 assessment review the Department of Geography and Urban Studies discovered that a majority of the students achieved basic competency in North American geography but were not able to contextualize this material globally. The department addressed this gap through the revision of its regional geography courses to include more global content.

The History Department's capstone assessment in 2017/2018 revealed: 1) concerns among faculty about student reading habits; 2) significant strengths in students' use of evidence and analytical skills, but deficiencies in thesis construction and mechanics; and 3) substantial disparities between online and in-class sections. Based on the findings, the department addressed the online/in-class disparities by tracking and following up with low performing online students through the technology platform Starfish, which allows for more intrusive communication. The History Department recently examined the extent to which students complete the required geographic distribution of History courses. These courses expose students to other cultures, emphasize the importance of comparative historical perspectives, and provide the content needed for student success in the 4000-level capstone courses. An analysis of 27 degree audits for graduating History majors showed that, across the board, students completed the required number of courses in European and non-Western history: 96% completed at least two courses in European History and 100% completed two courses in Non-Western History. The department discovered that many students exceed the requirements by taking three or more courses in these

areas, with Non-Western courses attracting particular student interest. To test students' acquisition of knowledge about basic historical chronology, assessors looked at student performance in the required two-course sequence in American history -- HIST 2050 (US: Through Reconstruction) and HIST 2060 (US: Since Reconstruction) -- for the 2019-2020 academic year. Results showed that 75% of assessed students met/exceeded the established benchmark in HIST 2050. For HIST 2060, 100% of students met/exceed the threshold. After discussion, faculty determined that differences in the results for HIST 2050 and HIST 2060 are attributed to the nature of the assignments assessed.

The Political Science program examined a sample of capstone seminar papers in 2017/2018 to determine whether graduating seniors met stated SLOs. Overall, students have shown significant improvements in all areas from previous assessments, and a majority of students in the sample received moderate to high scores in the following areas: 1) research question/thesis writing, 2) literature review, 3) theory, 4) analysis, 5) data collection, 6) writing/ grammar/ form and 7) documentation. While performance has improved across the board, the majority of students did not perform as expected in the areas of research design and methods. To address this, findings were discussed at the department's faculty retreat. The assessment rubrics and processes were shared and reviewed with faculty. To ensure student challenges associated with senior capstones were addressed, provisions were made for students in the course to submit their research work in stages at multiple times during the semester. Faculty were then able to provide feedback to help improve student performance at these various stages of completion.

The Psychology Department is another CHSS program that has undertaken various assessments aimed at student success and used the results to make changes. For example, in 2018/2019, in an effort to ensure consistency across course sections, the program assessed its 2015/2016 syllabus template for PSY3530 and PSY3540. Based on the assessment, changes were made to move the department toward a greater level of course consistency. Then in 2019/2020, subsequent reviews were done for three PSY3530 and one PSY3540 syllabi. The evaluation included checks for inclusion of information such as instructor office and contact hours, academic and nonacademic support services, policies on disability, nondiscrimination, academic integrity, and overall adherence to the Departmental Course Outlines in terms of course description, objectives, and SLOs. Across the 27 required syllabus components, average compliance across the four syllabi was 83%. Instructors were provided feedback on changes to be made. The evaluation committee proposes to continue to distribute the syllabus template to full-time faculty during fall and spring department meetings and to adjunct faculty during their introductory workshops each semester (V.02. CHSS 19-20 Sample Program Assessment Reports).

College of Science and Health (COSH)

A number of COSH programs are externally accredited, including Nursing, Athletic Training, Computer Science, Communication Disorders, and Public Health and follow the guidelines for assessment for their disciplinary accreditors. Curricular goals are developed by each department for each course based on recommendations by the respective accrediting body. Surveys are a common method in assessment used in COSH. For example, one-year alumni survey results from Public Health 2012/2014 indicate that 90-100% of students who responded were either employed or were continuing their education. In the 2018 nursing alumni surveys, 100% of those responding at the BSN, MSN and DNP levels reported that they were employed fulltime. Student

outcomes are communicated internally via the Dean and externally to accreditation bodies, and to the community advisory boards. Each department has a dedicated assessment and evaluation working group that conducts assessments in collaboration with the IE Office. The Environmental Science BS program, through its capstone program assessment for its three degree programs in 2018-2019, evaluated students per the program SLOs in the following areas: ability to work effectively with other professionals in an environmental workplace, ability to convey the results of their work through oral presentation, ability to write up a summary report, and ability to demonstrate that they can successfully apply their environmental skills and knowledge within a professional environmental context. All 10 students involved with the capstone project were successful based on the rubric used.

For 2019/20, the Chemistry BA assessment findings using Campus Labs show that the majority of students met/exceeded targets for almost all program SLOs. For example, approximately 84% of the students met/exceeded the target for the SLO related to analyzing scientific data and communicating the results in written and oral forms, and all students (100%) met/exceeded the target for the program SLO of demonstrating an ability to initiate a scientific investigation. However, on the SLO tied to students' ability to identify and quantify compounds using analytic techniques, only 38% of the students met/exceeded the target (average score of 94% on relevant laboratory reports) and 61% did not. The Chemistry department plans to revisit this 94% benchmark, which may be inappropriately high for assessing lab reports related to this particular SLO. On the SLO tied to classifying compounds and explaining their chemical properties, only 53% of students met/exceeded the target. It was discovered that consistency in the thoroughness and difficulty of the exam questions used to assess this outcome diverges between sections of CHEM 4270 (the course used to assess mastery of this SLO). Faculty teaching CHEM 4270 will discuss mechanisms to ensure consistent assessment measures across sections. Improved reinforcement of this SLO in 2000- and 3000-level courses has resulted in improvement in diagnostic assessment of this SLO performed at the beginning of CHEM 4270. For the MS in Materials Chemistry program, 80% of students met/exceeded the benchmark on demonstrating understanding of computational and theoretical techniques to characterize materials down to the atomic level. Faculty plan to include additional supplementary material in CHEM 6004 (which assesses mastery of this SLO) to facilitate students' learning of computational techniques, including case studies that provide concrete examples of use of these techniques.

The 2019/2020 assessment of the Communication Disorders BA program using Campus Labs revealed that approximately 88% of assessed students exceeded established thresholds on demonstrating knowledge of biological and neurological bases of human communication while 12% did not meet the threshold. With regard to the benchmark addressing "knowledge on normal speech and language development," approximately 60% of the students exceeded the target while 40% did not meet the target. Faculty review of the SLO suggested that one likely reason for a number of students not meeting the threshold has to do with the selection of the course used for the assessment, CODS 4030. The course is co-listed with a graduate course (CODS 5030), which poses a challenge for enrolled undergraduate students who do not have extensive background in speech-language pathology as do the enrolled graduate students. As a result, CODS 4030 has been replaced with a new course in the curriculum (CODS 3210) for subsequent use in this SLO assessment. On the question regarding knowledge of linguistic basics of communication, 77% exceeded the target. To enhance their competency on this SLO, students

are required to take ENG 4010 (Linguistics and Grammar) to strengthen knowledge in this area.

Honors College

Honors students are expected to complete extensive research and/or in-depth creative work to produce a substantial independent thesis project which is publicly presented during WP Honors Week at WP. Each thesis is reviewed by the advisor, the Honors Track Director, and the Dean of the Honors College before it is accepted. An assessment team reads a randomized selection of thesis projects. Results of this assessment inform future Honors programming. For example, in fall 2018 the assessment team found that while the overall quality of the thesis projects was high, those projects deemed of a lower quality were completed by students who graduated in January. These students did not have the opportunity to present their work during the April Honors Week, which means they did not receive the benefit of additional feedback and preparation for presentation. Thus the Honors College instituted a Fall Honors Research Night so that January graduates could benefit from presentation assistance before completing their project. This led to improvement in the quality of the projects of January graduates.

David and Lorraine Cheng Library

Cheng Library staff regularly assesses collections, programs, and services to guide operations. Assessment of the collections for use and relevance is critical to ensuring that materials aligned with the curricula and faculty research needs and that fiscal and human resources are deployed effectively. Use of the LibQUAL survey for resource allocation is discussed under Standard VI. In regard to educational delivery, a user survey conducted by the library instruction team found that the time of 50 minutes allotted to instructor-requested and course-related library instruction sessions was not adequate to facilitate the learning outcomes targeted for these information literacy sessions. This led to development and application of a flipped classroom approach that allows preliminary content to be sent out to students for review before actually attending a session. This approach was meant to help with level of awareness and facilitate a more engaging and successful learning experience that would also allow for more hands-on participation. Post-session surveys administered to students and faculty indicated greater impact on learning of the flipped classroom approach. Yearly statistical reports also help to understand the success of operations and user preferences. Statistical reporting on general circulation activities showed a growing increase in e-book use over print options. The library therefore adjusted its collection development policy and practice to focus on improving e-book holdings. The result has been a significant increase in e-books available to library users and an even more significant increase in circulation numbers. Print book holdings decreased by 8.3% and electronic book holdings increased by 22.5%, while circulation of print books decreased by 2.3% and that of e-books rose by 38.5% between 2016 and 2018. Between 2018 and 2020, print book holdings decreased by 14% while electronic book holdings increased by 63%.

The Center for Teaching Excellence (CTE)

Under the auspices of Academic Affairs, the CTE is a faculty development program designed to support faculty engaged in the teaching and learning process (V.03 CTE Resource Webpage). It offers a range of services to assist faculty at all levels of experience in becoming more effective teachers. Recent workshops have included: Data-Driven Storytelling with Dr. Gamin Bartle, Director of Instruction and Research Technology (IRT), and Principles of Good Teaching by Provost Joshua Powers. A New Faculty Orientation and a panel discussion for new faculty was

also organized by the Center for Teaching Excellence. The Associate Deans from all colleges planned and implemented a new adjunct orientation session in September 2019. Survey results from that endeavor show that it was useful to the adjuncts. It was repeated in Fall 2020 in a virtual format due to COVID-19, and this time included all adjuncts, old and new, who wished to come; 200 participated. Topics discussed included time management, how to say no (or yes) to requests to join committees, personal life, retention, and department politics. CTE has assessed the effectiveness of its programs and activities using surveys, among other assessments. In the 2019/2020 assessment of its faculty mentor-mentee program, CTE received positive feedback from program participants. Specifically, on the spring 2020 survey, mentees described their experiences as helpful with great support from their mentors. The mentors also said they enjoyed the process and felt useful and more connected to the University. Further, joint research projects between mentor/mentees emanated from the program.

Meeting the Goal: Survey of Post-Graduation Activity

IE provides a survey to graduating seniors on their after-graduation plans that helps the university assess whether or not it is meeting its goal to prepare students for meaningful careers and higher degrees. Table 5.1 shows results from these surveys from 2016/2017 to 2018/2019. Data show that while not rising, full-time employment nevertheless has stayed consistent over these years. Of course the economic health of the nation is always a factor in employment that must be accounted for. Further, 24% intended enrolling in graduate school full-time/part-time in 2018/2019 compared with approximately 22% respectively in 2016/2017 and 2017/2018. The university has recently focused attention on adding more graduate programs to the curriculum to encourage graduate education in light of national data showing increase in social mobility and quality of living for people with master's degrees. These surveys suggest that it is having effect.

Table 5.1: Exiting Seniors' Future Plans Survey (Overall)-After Graduation Plans for the 2016-2017 to 2018-2019 Graduating Class

Future Plans	2016-2017		2017-2018		2018-2019	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Additional undergraduate coursework	25	1.21	43	2.17	19	1.09
Employment, full-time paid	1336	64.57	1269	64.16	1098	62.99
Employment, part-time paid	179	8.65	149	7.53	148	8.49
Graduate or professional school, full-time	389	18.8	354	17.9	355	20.37
Graduate or professional school, part-time	72	3.48	77	3.89	58	3.33
Military service	9	0.43	12	0.61	7	0.4
Other	45	2.17	57	2.88	43	2.47

Starting or raising a family	4	0.19	9	0.46	9	0.52
Volunteer activity	10	0.48	8	0.4	6	0.34

Source: Institutional Effectiveness Survey

Accountability and Communication

Accountability in assessment and sharing information with stakeholders is a hallmark of accreditation. Individual colleges and programs that are externally accredited share program-related assessment data with their accrediting bodies as well as provide public disclosure. For example COSH's Public Health Program's Public Performance Disclosure Report resides on their webpage (V.03 Department of Public Health Public Disclosure Report). Our Campus Labs system provides *Results* and *Annual Assessment Reports* that can be shared with stakeholders, from faculty to deans to the provost to the president and his cabinet to advisory boards for all programs. A number of degree programs have Advisory Committees and Advisory Boards and assessment findings are shared with them. Further, in collaboration with the program assessment coordinators, the college assessment coordinators develop summary outcome assessment reports that provide highlights on student successes and challenges. These reports are shared with stakeholders such as the Deans and the Provost's office, and now with the newly established Academic Assessment Committee (AAC). The AAC then provides recommendations for resources for improvement to the University Assessment Council for communication to the President and his Cabinet for consideration for resource allocation and planning.

Assessment Summits

One of the most aggressive university-wide assessment projects the university has undertaken in the last few years is a series of summits in AY19-20 facilitated by President Helldobler and involving university administrators, faculty and staff. These summits included data presentations on scheduling, advisement, transfer students, retention and enrollment and specifically addressing institutional priorities on increasing retention, raising enrollment, and improving four-year graduation rates. The summits brought key university players together who are able to move the needle on student success and resulted in specific action steps assigned to individuals. Results of actions to date were presented at a "Summit of Summits" in February 2020.

The purpose of the summits was to explore challenges for the university surrounding these institutional priorities, analyze data and assessment results and strategize ways to allocate resources in support of progress on key measures of success. While more on the influence of the Summits on budgeting and planning is discussed in Standard VI, it is important to note here some of the impact on educational effectiveness. Included in the "Summit of Summits" discussion for resolution was course scheduling needs of students, specifically course offering days and times. Since a sizable proportion of enrolled students work while attending the university, scheduling classes in a way that meets their needs became a priority. To ensure efficiency in the scheduling process, the university has committed resources to the purchase of a scheduling software program. Also, a priority in these discussions was student retention and graduation rates. A commitment emanated to evaluate the success rate of students taking 1000-

level courses. To address some of the challenges with these courses, and working through the Faculty Senate, the following measures were agreed upon:

- Every faculty member of 1000-level course sections must do the following: a) take attendance regularly; b) include a graded assignment within the first three weeks of the class; c) require all students to visit the Student Success Office three times each semester; d) require all students to attend the faculty member's office hours at least two times during the semester; and e) use the Starfish platform to enter red flags and kudos for students.
- Explore options regarding the use of Open Educational Resources (OERs) to cut down on the cost of reading materials on 1000-level courses.

Conclusion: Strengths and Challenges

The university is confident that its increased focus on assessment efforts are helping create continuous improvement. Of significance are the newly established university assessment committees (AAC, ADAC, UAC), which will provide oversight of the assessment process for all divisions. Stepped up monitoring of University KPIs aligns the university's strategic goals to improve the priority areas of retention, graduation, and job placement. The culminating implementation of the Campus Labs assessment management system within a redesigned and renamed Institutional Effectiveness Office, with more focus on data analysis and usage, has strengthened the university's commitment to ongoing and systematic assessment. The result is a culture of assessment that has taken root across all divisions. With continued accreditation and reaccreditation of programs, the university has committed resources to engage all faculty and staff in the assessment process. With these successes have come challenges as well. The university's internal process for evaluating student learning at the course and program level still has pockets of unevenness within colleges. Program and department assessment coordinators also turn over periodically, creating challenges at times with continuity. UCC leadership has also seen turnover. Further, UCC courses are offered by all departments at the university, thus assessment of the UCC SLOs and course SLOs can be uniquely challenging because it has both program and university overlays of accountability and integration. Dedicated co-chairs of UCC are engaging Campus Labs and helping to drive the ultimate goal, continuous improvement.

Recommendations for Continuous Improvement

- Strengthen the culture of assessment on campus by making the AAC, ADAC and UAC more deeply integral to the function of university operation
- Provide continued support and resources for faculty to understand and design outcomes and assessments that measure student learning; ensure continued effective use of Campus Labs
- Further enhance the centralizing assessment of SLOs for the UCC program that builds on what is already occurring within Campus Labs

Standard VI: Planning, Resources, and Institutional Improvement

Overview

William Paterson University's Strategic Plan 2012-2022 is a guiding force that affects virtually every aspect of the University: all planning, budgeting and evaluation processes align with and are measured against strategic plan goals and objectives. At the same time, our processes are flexible allowing us to make changes in response to assessment results, as well as respond to opportunities and short-term challenges. The following discussion shows the processes in place to review strategic plan progress annually, set priorities for the coming year and reassess measures when necessary. Institutional and divisional goals are clear and accessible, with objectives operationalized as KPIs that are regularly assessed. A participatory budget process is clearly defined and accessible on the University website; budget updates are provided regularly for the Board of Trustees, Faculty Senate and the campus community each semester. Annual internal and external audits, reviewed with the Board of Trustees confirm financial viability and identify areas of concern. Annual reports generated by all units ensure the outcomes supported by our budget and planning processes support the goals and objectives of the strategic plan and are used to identify unit priorities for the coming year. A new assessment committee structure implemented in 2020 provides for cross-divisional review of assessment results and will provide enhanced support for the comprehensive university-wide planning and budgeting system.

Analytical Narrative

Strategic Plan 2012-2022

Strategic Plan 2012-2022, discussed under Standard I, clearly defines the University's mission-driven goals, objectives and priorities (VI.01. Strategic Plan 2012-2022). The plan was developed, reviewed and approved by a broad spectrum of the university community (VI.02. Strategic Plan Chronology). The University's Strategic Planning Update Committee (Committee 22) issues a call every August for units to report progress towards objectives and provides a summary of progress that is shared with the community via email, posted on the strategic planning website and shared with the Board of Trustees. This report includes recommendations for university priorities for the coming year. For example, based on continuing challenges meeting strategic plan enrollment objectives, the Fall 2018 Strategic Plan Update recommended a need to continue focusing on new and re-designed academic programs that attract new students to WP as well as programs that serve new populations, such as adult learners and students who need alternate modes of delivery (VI.01 2018 Strategic Plan Update Report). Since that time, several new career-focused programs have been launched as well as an array of fully online, accelerated programs. Additionally, adult degree completion programs are now in development. It was also observed that despite the increasing diversity of our student body and demonstrated commitment to diversity and inclusion in the curriculum and co-curriculum, the university community has experienced incidents of cultural insensitivity, bias and discrimination. This is not reflective of our core values. Since then, resources have been directed to training for students and staff. In addition, Human Resources revised the work they do with search committees to hire for diversity and two new cultural centers opened fall 2019 (discussed in Standard II).

In addition, the goals and objectives of Strategic Plan 2012-2022 were operationalized with a set of 28 dashboard indicators (VI.01. Dashboard Indicators). These indicators were used to drive priorities set by unit heads and also provided a key dataset used by the Cabinet and Board of Trustees to evaluate strategic plan progress. We have periodically reviewed the effectiveness of these measures in helping achieve strategic plan progress and made modifications as needed. (VI.01. 2018 Dashboard Revision Letter). As a result, 17 key performance indicators (KPIs) linked to strategic plan objectives and the 5 university priorities replaced those original dashboard indicators (VI.01 Key Performance Indicators). Unit KPIs linked to the 17 university KPI's have been deployed to ensure broad execution and assessment of the strategic plan across academic and non-academic units. In fall 2018, President Helldobler, the Cabinet, and Board of Trustees, identified five institutional priorities for the university linked to our strategic goals: 1) increase enrollment, 2) improve retention rates, 3) improve 4-year graduation rates, 4) improve post-graduation employment rates and 5) identify new revenue sources.

Allocation of resources is guided by these priorities that are linked to the strategic goals. This is exemplified by a series of summits convened over the 2019-2020 academic year addressing retention, enrollment, transfer, and advisement (also discussed in Standard V). These summits involved over 50 community members such as administrative, faculty and staff leaders responsible for those specific areas of focus. For example, a summit on retention brought together stakeholders to examine data (typically trends in the key performance indicators), review current practices, discuss national best practices and establish action steps for improvement (VI.02. Strategic Summit Results). These action steps guide the planning and resource allocation moving forward. For example, action steps linked to student advisement and the desire to improve first year retention rates led to hiring of seven additional professional advisors for the 2020-21 academic year.

Another process linking planning, assessment and resources is the allocation of faculty positions. College deans work with their departments to develop a prioritized annual request for faculty hires. The request must be justified based on the degree to which it supports university priorities and both university and college strategic plan objectives. It must be supported by an assessment of trends in KPIs, such as program enrollment, retention, and graduation rates. (VI.02. Faculty Position Request Form). The requests are then reviewed by the Dean's Council, whose input is used to determine whether to replace, reallocate or suspend a position.

Strategic Funding Initiative Program

Since implementation of Strategic Plan 2021-2022, the university has maintained an annual strategic funding initiative program through which any unit on campus may request funding that directly addresses strategic plan goals, objectives and university priorities. Every spring, college deans and divisional vice presidents present proposals from their units to the President and the Cabinet during the annual budget presentations for funding for strategic projects or initiatives that will help them continue or improve progress on certain goals (discussed further, below). The amount allocated for strategic funding has averaged around \$1 million annually. Even in years when we faced budget challenges, the university has continued this process as a means of investing in the future. For example, in spring 2020, despite the uncertain budget situation due to the COVID-19 pandemic, the university still allocated \$872,749 to strategic initiatives focused

on the priorities of raising enrollment and retention rates (VI.01. Funded Initiatives for 2020).

Other unit-level processes incorporate assessment results and constituent input for purposes of planning and resource allocation. The Cheng Library Strategic Plan and the Departmental Major Goals and Objectives are based (in part) on constituent participation in the LibQUAL Survey (VI. 02. Cheng Library Users Survey). The LibQUAL survey administered by the Association of Research Libraries conducted every three years has consistently provided the library with insights to address user concerns. LibQUAL surveys measure user-satisfaction based on three dimensions: Effect of Service, Information Control, and Library as Place. Several surveys conducted by the Library repeatedly indicated user dissatisfaction with library spaces and the inadequacy of study rooms in particular. After discussions with Administration, renovations were made resulting in a doubling of available study room capacity, updated bathrooms and replacement of carpeting and flooring, greatly enhancing physical spaces in the library. The Library also applied resource use data to direct an intensive weeding project that improved relevancy of resources and led to the deaccessioning of several titles that created spaces that were repurposed for high demand needs such as more easy-seating and lounge-like spaces. The latest 2018 LibQUAL survey showed users giving the Library high marks for the efficiency and usability of spaces. Past LibQUAL surveys also indicated a need for improvement in the area of information control, which deals with how the Library provides mechanisms for discovering its resources. This led to a transition in 2019 to a new library service platform and discovery layer that better responds to the current predominantly electronic environment and uses an interface that is easier to navigate for users. The new platform, Ex Libris' Alma, is widely regarded as the industry leader by libraries.

The Information Technology plan is updated on a regular basis by the IT Advisory Committee, consisting of stakeholders across the university (VI. 02. Information Technology Plan 2018-2020). The Learning Spaces Committee, consisting of faculty and staff who provide input into decisions about creation or upgrades of classrooms and other learning spaces, regularly update a set of learning spaces standards used by IT and Facilities in planning their resource allocations.

Annual Budget Development Process

A transparent annual budget development process provides opportunities for members of the WP community to ask questions, provide input and present funding requests for strategic initiatives (VI.03. F21 Budget Process). Each spring, the budgeting calendar begins with a public tuition hearing allowing the campus community to discuss budgetary issues such as tuition and fees, parking fees, and room and board rate increases for the next fiscal year (VI.03. Beacon Article on Tuition Hearing). The Budget Office then formulates the base budget based on a set of projections (driven by, for example, enrollment, labor contracts, tuition rates and state funding). It then posts budget development materials, including instructions, multiyear financial reports, forms and targets for budget requests (new investments), on its website along with a budget calendar (VI.03. Sample Budget Calendar). Though much of the budget is constrained by salary and benefits and tuition revenues, the university maintains the ability for units to request new funding each year for strategic initiatives based on assessments of KPIs (noted above). These budget requests must be tied to a specific strategic goal or objective and supported with KPI data. Various constituencies submit their strategic budget requests via an online web application and also present their requests at the annual budget request meeting. Divisional vice presidents

review/approve the requests, which are then forwarded to Cabinet for discussion and approval/disapproval by the president. The Budget Office updates the All Funds Budget and related supporting reports to reflect final strategic funding approvals and any other changes (e.g., enrollment, labor contracts) and submits to the BOT for approval. Based on budget projections and community input from the Tuition Hearings, the BOT approves the tuition and fees for the coming year as well as the budget (VI.03. University Policy for Tuition and Fee Assessment).

Budget decisions are communicated to departments by the respective divisional Vice President. The Budget Office and Purchasing Office send notification via University Announcements to faculty and staff providing a calendar for budget uploads and the opening of purchasing for the new fiscal year. Budgets for all units are uploaded to Banner. The Budget Office provides timely financial information for effective decision making and assists faculty and staff with understanding their budgets. The General Operating budget is available online (VI.03. FY20 Budget Book Web Version) as are the Divisional, College and Departmental Reports and Other Academic and Auxiliary Reports (VI.03. Budget report Webpage Index).

Further, each semester, the Senior Vice President for Administration and Finance and the Vice President for Enrollment Management hold an Enrollment and Budget Public Forum where the entire university community come to learn about current enrollment trends, the current and projected budget situation and ask questions (VI.03. 2020 Spring Enrollment and Budget Forum). President Helldobler addresses budget and enrollment issues among the topics of his Presidential Address at the beginning of each semester. It should be noted that operating budgets are revised by the Budget Office after both fall and spring enrollments are set to help ensure a balanced budget. These are summarized and communicated to senior management and presented to the BOT's Finance, Audit and Institutional Development Committee to provide current and useful information for their decision making.

New to the planning and budgeting process is the cross-divisional review of assessment results provided by the Academic Assessment Committee (AAC) the Administrative Assessment Committee (ADAC) and University Assessment Council (UAC). This assessment committee structure implemented in 2020 does two things. It looks at assessment processes across the university and offers support to ensure that assessment is thorough and effective. It also provides information based on review of assessments done across both academic and non-academic units in order to identify areas of strength and challenge in delivering on the mission of the University for the purpose of assessment-based resource allocation. Meeting bi-annually, the AAC reviews assessments of educational effectiveness across all academic programs while the ADAC reviews assessments and annual reporting from all non-academic units. Both committees provide a set of recommendations to the UAC for planning and budgeting based on demonstrated needs drawn from the unit assessments they have reviewed. The UAC meets every fall to assesses both sets of recommendations from these two committees and offers an amalgamated list of recommendations for planning and resource allocation to the President and Cabinet for use in spring planning and budgeting. This support for planning and budgeting rooted in assessment data beyond the KPIs, and more directly linked to educational effectiveness, should align with the strategic funding initiative process already in place and the current budgeting process in general to create more thoroughly comprehensive university-wide planning and budgeting.

Responding to Challenges

Enrollment

Changing demographics in New Jersey, as well as stagnant state funding, have led to modestly declining enrollment resulting in annual budget gaps. Most recently, the COVID-19 pandemic has amplified the enrollment decline and budget gap. With a dynamic budgeting process whereby we modify revenue goals based on current enrollment numbers and reduce expenditures accordingly, we have so far been able to balance the budget. The Enrollment and Budget Forum held each semester is used to review the budget in real time and discuss with the university community adjustments that need to be made. The Cabinet and the President then allocate budget reductions for each unit, as needed. Most units have been able to meet these reductions by eliminating or freezing vacant positions. Since declining enrollment means that fewer faculty are necessary, we have been able to accomplish these reductions in Academic Affairs without impacting our core mission. This does not mean we have not continued to replace faculty in programs where enrollment is growing or other personnel where there is a strategic need, such as in advising. Due to the COVID-19 Pandemic, furloughs in lieu of layoffs were negotiated at the state level for all bargaining units and applied locally for higher education managers as well. However, these temporary measures do not lead to a sustainable budget; therefore, university-wide discussion has led to initiatives aimed at long-term cost reduction and revenue generation.

Academic Reorganization

In spring 2019, President Helldobler engaged the university community in a process of considering academic department reorganization or consolidation. In fall 2019, he presented five criteria and invited the Faculty Senate to provide additional criteria to be considered. This collaborative process resulted in the following seven criteria for academic department reorganization (VI.03. Academic Reorganization):

- | | |
|---|---|
| 1. 5 or fewer full-time faculty members | 5. UCC student credit hour generation |
| 2. Fewer than 50 undergraduate majors | 6. Number of graduate majors |
| 3. Fewer than 10 graduates per year | 7. Financial contribution to the university |
| 4. Number of minors | |

All departments regardless of size were asked to engage in internal dialogue and invite conversation with other departments as potential synergies exist. To ensure that the process met the timeline for reorganization implementation (Summer 2020), and informed by the appropriate shared governance, deans were asked to provide their recommendations to the provost in December 2019. The provost sent recommendations to the Faculty Senate in January 2020 (VI.03. Recommendation for Academic Restructuring). The Faculty Senate met and discussed, leading to a final decision by the President in February 2020. This process created an overall reduction of six departments effective fall 2020. While there are savings associated with this restructuring, there are also new synergies created that are already resulting in curricular innovation that should help sustain the university moving forward.

Campus-wide enrollment and budget discussions have also led to new programs designed to reach audiences not particularly well served by William Paterson in the past. For example, WP has increased its presence in area high schools with a more robust dual enrollment program in the last two years. Since fall 2018 it increased programs from 2 to 6 and doubled enrollment from 50

to 99. In Spring 2019, the University brought in several department chairs and deans to discuss the concept of fully online programs with marketing and design support provided by a third party (Academic Partnerships®). Based on those discussions, and following an open bidding process, WP contracted with Academic Partnerships to help develop and market fully online programs in Business, Education and Nursing. As of fall 2020, we have seen nearly 1,000 applications for 18 graduate and one undergraduate program with over 400 enrolled to date (fall 2020). Faculty participation and support for this program has been impressive, with over 50 attending a January 2020 professional development session.

Fiscal and Human Resources

Delivery of the curriculum is the university's largest human resource commitment, therefore we have processes in place to ensure adequate qualified faculty to deliver each program in an efficient manner. We also assess each year whether our faculty resources are in line with enrollment trends using the Faculty Line Analysis (FLA) provided by the Institutional Effectiveness Office (VI.08. Faculty Line Analysis). This report details the number of faculty in the various departments; numbers of adjunct faculty; race, gender and ethnicity of faculty in the various departments; as well as other information crucial to effective staffing. Information in the Fact Book on program and college enrollments also helps the Provost Office assess faculty positions and need. Each year deans are asked to develop a prioritized request for new faculty lines or to fill vacancies. These requests are supported by an analysis of assessment data and must also take into account university and college strategic plan objectives as well as University, Divisional and College KPIs (VI.02. Faculty Position Request Form). One significant University KPI is the faculty student ratio which ensures that we are striving to staff efficiently.

Existing programs are modified, and new programs are developed, in response to employment trends, credentialing requirements, faculty areas of expertise and available university resources. All new academic programs and revisions requiring personnel must include a five-year financial model that links enrollment driven revenue generation to the addition of personnel (VI.04. Sample New Program Financial Model). The financial model is reviewed by the Associate Provost and approved by both the Provost and the VP for Administration and Finance. Once approved, new faculty are allocated to an academic program once the program meets or exceeds the enrollment target. Faculty have been added in the last five years to departments based on new program enrollment growth (e.g., Kinesiology, Computer Science, and Psychology).

The process for building the schedule of courses also ensures adequate yet efficient staffing for delivery of the curriculum. Each year, course enrollment projections are generated based on three years of past enrollment history as well as enrollment targets and program enrollment trends (VI.04. Sample Course Enrollment Projection) and provided to chairs and deans to guide their scheduling of sections. This process enables a course schedule with adequate capacity for students to fulfill curricular requirements with minimal need for course cancellations. Deans and chairs have access to various tools that allow them to monitor the instructional cost of delivering the schedule in their department which allows them to make decisions about section size and staffing (VI.04. Snapshot of Real Time Adjunct Expense Tool).

Capital Projects

Concurrent with the development of Strategic Plan 2021-2022, an Academic Zone Master Plan was developed in 2012 to ensure adequate facilities to support the University's mission (VI.04. Academic Zone Master Plan). The Capital Planning, Design and Construction Department engages the campus community to ensure that approved projects are completed in accordance with strategic, operational, functional, and financial goals. A Facility Advisory Committee advises the Senior VP for Administration and Finance on matters related to facilities, grounds, infrastructure, and parking (VI.04. Sample Facility Advisory Committee Minutes; VI.04. Sample Facility Advisory Committee Presentation). Recommendations are discussed with the President's Cabinet as appropriate. The committee reviews and makes recommendations on topics related to existing facilities, new construction, space allocation, capital planning, deferred maintenance, policy development, strategic planning, utility and technology infrastructure. The committee will also assist in revising and updating the three-year Capital Plan (VI.04. Three Year Capital Plan). Committee members represent the University's broad range of constituents, including senior level administrators, academic deans, department chairs, faculty and staff.

Examples of major capital projects completed, ongoing and planned in FY17 to FY19 include: Building the new University Hall; College Hall HVAC and Roof Replacement; Atrium Roof Replacement; Hunziker and Preakness Hall Renovation Project; Cheng Library Carpet Installation and Restroom Renovations; Jeff Albies Baseball Field Turf Replacement; Tennis Court Resurfacing Project; Hobart Manor Exterior Repairs; replacement of Century Hall and the Sports and Recreation Center Air Conditioning Chillers; and University Commons Interior Improvements. The new residence hall Skyline Hall was completed on time in August 2019. Schematic design for the Dining Services Facilities Renovation Project is complete. Discussions are now taking place with our new Food Service Provider on how to best implement these ideas. A significant purchase of the University was the office building at 1800 Valley Road in 2019 to be used for housing several campus units and supply needed classroom space. The building is adjacent to the WP building at 1600 Valley Road that houses the Cotsakos College of Business and the College of Education. Future plans for 1800 Valley Road include a potential child care center to facilitate the Early Childhood Education program and provide in-house child care for students and staff. It will also house the professionally-focused School of Continuing and Professional Education and provide classroom space for expansion of its adult degree programs.

These infrastructure improvements over the past several years result from planning and assessment of need, including construction of University Hall to serve the growing Health Science programs. Renovation of Hunziker Hall and Preakness Hall helped update aging facilities and provide space for the growing Kinesiology Department, accredited Music programs and other academic programs. Preakness Hall now includes kinesiology laboratories, 14 smart classrooms and numerous study rooms equipped with large screen monitors and was designed to be a state-of-the-art addition to our learning facilities (VI.04. Preakness Hall Press release).

Technological Resources

The Information Technology Advisory Committee, Faculty Senate Technology Council and Technology Across the Curriculum Committee provide input for the University Technology Plan

to ensure a technology infrastructure that supports all units. All seven goals of the IT Plan 2015-2017 were achieved, and included: (1) Technology runs on wireless Internet Protocol (IP) networks; (2) All applications run on virtual servers with replicated/synced data storage or are cloud-based; (3) Provided and maintained Enterprise technology to support professional development and expand usage of reporting and “big data” analytics; (4) Assisted with business objective-based operations, reporting and analytics; (5) Continuity and protection were established for hardware and database infrastructure; (6) Facilitated technology between students, faculty, and staff; and (7) Provided support and training for hybrid/online courses and programs.

Building on those successes, IT Plan 2018-2020 (VI.02. Information Technology Plan 2018-2020) includes six goals aligned with the university Strategic Plan that address new technology challenges and security enhancement projects (serving University Strategic Goals 1, 4, and 5). Examples include (1) Identity Management Continuation of centralized IT password and identity management process and automated feeds for provisioning and de-provisioning accounts; (2) multi-factor authentication (Duo) expanded to Faculty/Staff/Students’ WP Connect login; and (3) move toward an improved system for Identity Management.

The Information Technology office also supports personnel systems in Human Resources and the Provost’s office, including the Digital Measures electronic curriculum vitae system, Campus Labs for programmatic and non-programmatic accreditation documentation, and the automated adjunct contract system (FLAC), to name a few. Information Technology maintains our essential Banner system, which touches almost every aspect of university operations and partners with our Institutional Effectiveness office to provide data essential for assessment, planning and decision making. The Instructional and Research Technology (IRT) wing of IT provides direct support to faculty and students teaching and learning with technology and was instrumental in supporting our recent pivot to remote instruction during the COVID -19Pandemic.

Accountability

The University’s statement of governance (VI.05. University Governance Statement) makes it clear that the Board of Trustees is responsible for the governance of the university by state statute and that the BOT appoints a president who has responsibility for the operation and general management of the university as defined by acts of the state legislature and the bylaws of the BOT. The president, with the approval of the BOT, appoints members of his/her administrative team including the provost, vice presidents, associate vice presidents, deans and others with the advice and consultation of the appropriate faculty, staff and students. The president appoints a cabinet (VI.05. University Leadership) comprised of the vice presidents and other staff that directly supports the work of the president. The president is accountable to the BOT for making progress towards achieving KPIs linked to strategic plan goals and objectives.

The Vice Presidential units each have a set of KPIs linked to their unit strategic plans and university KPIs and are accountable to the president for achievement of these. Academic colleges also have a set of KPIs linked to their strategic plans and the University KPIs; individual deans are accountable to the Provost for their KPIs. All Higher Education Managers at WP set goals each year with their supervisor that have measurable outcomes and are linked to unit KPIs.

Annual reviews and merit pay increases are linked to achievement of outcomes and KPIs.

Decision-making follows a clear hierarchy illustrated in the organizational structure published each year in the university's Fact Book. (VI.05. University Leadership; VI.05 Administration and Finance; VI.05. Enrollment Management; VI.05. Academic Affairs). Individual vice presidents are responsible for decision making processes within their units. For example, within Academic Affairs, the academic deans, associate deans, and associate provosts meet bi-weekly in the Dean's Council to engage in collaborative decision-making, problem-solving, and implementation of best practices. Cross divisional perspective is achieved by including representatives from Student Development and Enrollment Management in these bi-weekly meetings. Decisions within each College are governed by a College Council of deans, other professional staff and faculty members with administrative roles (e.g., department chairs and program directors). Some decision making processes are prescribed by policy (for example, curriculum approval) or by agreement with local bargaining units (for example, retention, tenure and promotion procedures for faculty). Staff directors are organized under the Director's Council, which meets regularly to provide review and guidance on University policies and regulations. It is accountable to non-academic units in its mission to create collaboration across these units in support of the University mission and Strategic Plan. The Council also works to help provide professional development opportunities for staff.

Sustainability

Sustainability is embedded in our strategic plan as an objective necessary to achieve the goal of "Establishing the University as a Model of Outstanding, Affordable Public Higher Education" (VI.01 Strategic Plan 2021-2022). In this strategic plan we make the commitment to:

"Make the University a fully "green" institution. While environmentally conscious and with an award-winning solar power campus, the University is determined to take further steps to increase efficiency and energy conservation throughout the institution. Towards these ends, the University will:

- Develop a robust recycling program, move towards a paperless campus and use "green" products throughout the campus, with the goal of substantially increasing the percentage of recycled materials within five years;
- Design all construction and renovation projects to be environmentally sound, use at least a significant proportion of recycled materials in such projects and ensure maximum energy-efficiency in campus buildings, vehicles and processes, with the goal of substantially reducing energy consumption over the next five years; and
- Continue the University's involvement in the New Jersey Higher Education Partnership for Sustainability and the newly formed Second Nature, (Colleges and Universities committed to climate action and to accelerate local climate solutions) which establish specific goals for becoming carbon-neutral."

The Academic Core master plan, accepted by the university's BOT in spring 2012, established sustainability as a core element in facilities development and provided the road map to upgrade and/or replace the six original classroom buildings on campus. Sustainability in construction is a key element in keeping the university affordable for our students by reducing long term

operating costs. The plan provided a foundation for submission of capital project funding applications to the State (bond projects), resulting in the \$30 million grant awarded to WP to build University Hall and a \$7.1 million grant awarded for the Hunziker Hall renovations. In 2014, a residential zone plan was completed and as a result the university opened a new residence hall in fall 2019 and is moving forward with renovation projects to upgrade its other existing residence halls. The University will continue to supplement funding for its capital and deferred maintenance projects with its own funds.

Beyond sustainable facilities development, the university created the Green Team to provide advice on sustainability for not only capital projects and operations but also for curriculum and environmental advocacy (VI.06. Green Team). Since establishing this objective in our strategic plan, the university has been the recipient of several awards for sustainability efforts (VI.06. Sustainability Awards).

Auditing

Since 2016, WP's finances have been audited annually by the external accounting firm, BakerTilly. The University's external auditor has issued management letters with no material weaknesses in regard to financial controls. The external auditors issue an opinion on the University's financial statements annually. One recent audit opinion reveals (VI.07. Audited Financial Statement 01/2020):

In our opinion, based on our audits and the report of another auditor, the financial statements referred to above present fairly, in all material respects, the respective financial position of The William Paterson University of New Jersey and its discretely presented component unit as of June 30, 2019 and 2018, and the respective changes in financial position and cash flows thereof for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Conclusion: Strengths and Challenges

Evidence of institutional and divisional goals are clear and accessible, and objectives, operationalized through KPIs, are regularly assessed. The University has moved ahead in recent years in assessment of goals and mission, and under President Helldobler's close attention, make better use KPIs for assessment to guide planning and budgeting. Planning, budgeting and improvement processes are also strongly inclusive, incorporating faculty, administrators, and student participation across the University. The Budget Presentation by Finance and Administration and Enrollment Management every semester is particularly effective in making budget and enrollment information available to the university community. The University succeeded in taking advantage of NJ State bond project monies to improve infrastructure by way of new and renovated buildings. The university has been effective in managing its resources and controlling costs through the implementation of sustainability strategies aimed at reducing operating costs. Enrollment and instructional costs are monitored closely to ensure that we can deliver quality academic programs in an efficient manner. The COVID-19 pandemic has highlighted the value of maintaining reserves that can be tapped for emergency situations, but

also makes it clear that we must continue to seek new revenue sources and tap underserved student populations.

Recommendations for Continuous Improvement

- Maintain clear communication of planning processes, decision-making and resource allocation. With current challenges of retention, and whatever future challenges lie ahead, the university must remain invested in clear and systematic planning and adapting.
- Continue to offer a transparent budgeting process that uses strategic goals and objectives as the foundation for allocating funds. Continue the annual review process, which has proven an effective method of evaluating and identifying institutional objectives that require new or additional resources, aligning that with the recommendations of the new assessment committee structure. The administration should continue to encourage participation from all university stakeholders to identify strategic investments.
- Continue to post online the University's annual budget and financial statements to create organizational transparency and trust in proper stewardship of financial activities and controls at the university.
- With declining budget allocations from the state and a decline in our traditional student population, continue to seek entrepreneurial approaches. Additionally, budgeting strategies should be considered that incentivize entrepreneurship and growth and more directly link resource allocation to the resources needed for program delivery.

Standard VII: Governance, Leadership, and Administration

Overview

WP's Board of Trustees conforms to all requirements under the statutes of the State of New Jersey. Trustees represent a diverse cross-section of the community and are actively engaged with the university. The Board plays a key role in guiding the university at a policy level and providing appropriate oversight. The President is appointed by the Board of Trustees and is responsible for the day-to-day operation of the university assisted by highly qualified and experienced unit heads (VPs) serving in the President's cabinet. The University's governance structure is highly participatory with both faculty and student governing bodies that are informed and consulted on a regular basis and that provide meaningful insight, perspective and recommendations to the Cabinet, President and Board of Trustees.

Analytical Narrative

Governance Structure

The governance structure of William Paterson University is clearly articulated and posted online in the faculty and professional staff handbook (VII.01. [University Governance Statement](#)). The governance of the University is vested in the Board of Trustees (BOT) pursuant to statute 18A:64-2-6 of the State of New Jersey (VII.02. Powers and Duties of the Board). The BOT is the final institutional authority overseeing the affairs of the university. While maintaining a general overview, the BOT entrusts the management, administration, and conduct of WP to the president and his/her designees.

The President is the Chief Executive Officer of the university and has responsibility for the operation and general management of the university as defined by acts of the state legislature and the bylaws of the BOT (VII.02. Powers and Duties of the Board). The president, with the approval of the BOT, appoints members of his/her administrative team including the provost, vice presidents, deans and others with the advice and consultation of university constituents.

The faculty is responsible for developing and making recommendations regarding academic and curricular matters, policies and requirements. This includes but is not limited to instruction, research, scholarship, creative activity, service, course content/subject matter, student advisement, classroom standards, grading standards, assessment, course assignments and schedules, degree requirements and initiation of academic programs, continuing education and distance learning offerings, standards for academic freedom and procedures and/or agencies for handling conditions of employment.

The Faculty Senate is the elected representative body of the faculty, librarians and professional staff, and acts in an advisory capacity to the university administration on matters of campus-wide concern to faculty. The Senate invites discussions and input, both from committees and the Senate forum, that provides a mechanism to foster the goals, objectives, policies, and procedures of the university community. The BOT includes non-voting representatives of the faculty senate.

The Student Government Association (SGA) is the elected representative body of the students

and serves in an advisory capacity to both the University administration and faculty. Students of William Paterson University are encouraged to participate responsibly in the governance of the University. As such, students have representation on the Faculty Senate as well as the BOT.

Board of Trustees

The William Paterson University Board of Trustees is an independent and autonomous body that acts in accordance with NJ state laws governing public institutions of Higher Education (VII.02. Powers and Duties of the Board). WP's Board of Trustees has the authority and responsibility to:

- A. Determine and periodically review the university's mission and purposes, consistent with state constitutional and/or statutory provisions.
- B. Appoint the president, who shall be the university's chief executive officer, and set appropriate terms of employment, including compensation.
- C. Provide advice and guidance to the president and annually assess his or her performance based on mutually agreed-upon goals and other criteria.
- D. Determine broad policy guiding the appointment of all faculty members and employees, on the recommendation of the president, and consistent with its other policies and state regulations.
- E. Review and approve proposed changes in the 'university's academic programs and other major enterprises consistent with the university's mission, plans, and financial resources.
- F. Approve the annual budget and tuition and fees, regularly monitor the university's financial condition, and establish policy guidelines affecting all institutional assets, including investments and the physical plant.
- G. Adopt bylaws, rules, and regulations for the governance of its members, officers, agents, and employees and require adherence to such rules.
- H. Grant diplomas and confer degrees based upon the recommendation of the president.
- I. Serve actively as advocates for the university in appropriate matters of public policy in consultation with the president and other responsible parties, as the board shall determine.
- J. Periodically assess its own performance, in order to set an example for the university community and to seek ways to strengthen its effectiveness as a governing body. (VII.02. BOT By Laws).

The full Board of Trustees and its committees meet on a quarterly basis in public sessions; closed sessions are held as allowed by New Jersey statute for consideration of confidential matters. The BOT Executive Committee may be called upon to meet when BOT action is needed in between meetings. Evidence of action taken consistent with the stated authority and responsibilities of the BOT are found in the BOT minutes posted on the BOT website. (VII.02. Sample BOT Minutes).

Board of Trustees Membership

Article II of the Board of Trustees By-Laws defines the composition of the BOT, including the diversity and experience required among the membership:

“The Board of Trustees shall consist of a group of individuals citizens diverse in race, ethnicity, gender, and experience, not fewer than seven (7) nor more than fifteen (15) as may be fixed from time to time by the Board of Trustees. The President is a member of the Board, ex-officio,

without vote. The Board shall also include two student representatives who shall be full-time, regularly matriculated students in good academic standing, and who shall be 18 years of age or older and citizens of the United States. Student representatives shall be selected in accordance with and have such authority as provided by statute.” (VII.02. BOT By Laws)

Excluding the president, the current WP BOT has 13 active members and one member emeritus with expertise including healthcare, banking, finance, real estate, public school education, higher education, publishing, technology, human resources, and non-profit community development. Five BOT members are WP alumni and two are current students. (VII.02. BOT Biographies)

The Board of Trustees belongs to The Association of Governing Boards of Universities and Colleges (AGB) and BOT members regularly attend their meetings. The WP Board regularly assesses its compliance with principles of good practice as defined by the AGB, state law, and code. Once a year, each member of the BOT is required to undergo ethics training. The training can be done either in person or online. If a member fails to complete the training, he/she will be fined \$50 per day. The members are also required to submit a Conflict of Interest form quarterly. These practices ensure sound Board governance even as new Board members are brought on.

A written conflict of interest policy is embedded in the Board of Trustees by-laws, consistent with New Jersey State statute and related executive orders (VII.02. Powers and Duties of the BOT; VII.02. NJ Executive order 14; VII.02. NJ Executive Order 64):

Conflict of Interest and Annual Disclosure

Article VIII of the WP BOT Bylaws defines what constitutes a conflict of interest for Board members. “Any trustee shall be considered to have a conflict of interest if such trustee has existing or potential financial or other interest that may impair or reasonably appear to impair such member's independent, unbiased judgment in the discharge of his or her responsibilities to the university. A conflict of interest shall also be deemed to exist if such trustee is aware that a member of his or her family or any organization in which such trustee (or member of his/her family) is an officer, director, employee, member, partner, trustee, or controlling stockholder has such existing or potential financial or other interest. For the purposes of this provision, a family member is defined according to the provisions of New Jersey Executive Order 64.”

Article VIII also lays out the requirement for disclosure of conflict of interest for BOT members. “All trustees shall disclose to the board any possible conflict of interest at the earliest practical time. Further, each trustee shall absent himself or herself from discussions of and abstain from voting on such matters under consideration by the Board of Trustees or its committees. The minutes of such meeting shall reflect that a disclosure was made and that the trustee having a conflict or possible conflict abstained from voting. Any trustee who is uncertain whether a conflict of interest for him/herself or any other trustee may exist in any matter shall request the Nomination and Governance Committee to resolve the questions by majority vote.” (VII.02 BOT Bylaws November, see Article VIII). Additionally, each Board member must sign and file a disclosure form annually per State of New Jersey guidelines.

Role of the Board of Trustees

NJ State Statute 18A:64-2-6 delineates the extent to which the BOT may interfere with the day-

to-day running of the university (VII.02. Powers and Duties of the BOT). For example, the WP BOT does not direct the development of curriculum. However, the WP BOT is responsible for ensuring that academic programs, existing and new, are developed in a manner consistent with the university's mission. The BOT is also responsible for the fiscal health of the institution. As such, new programs are developed independent of the BOT but the BOT approves new programs with particular attention to how the program supports the university mission and as well as the budgetary impact of a new program (VII.02. sample new program proposal and BOT resolution).

The WP BOT has also established a set of expectations separate from their by-laws and statutory obligations which states that trustees are "expected to maintain a keen sensitivity to the boundary between board oversight and institutional management" (VII.02. Responsibilities and Expectations of Trustees). Article IV, Section I of the WPUNJ BOT By-Laws establishes the relationship between the BOT and the president (VII.02. BOT By-Laws):

"The president of the university shall be elected by the board upon receiving the affirmative votes of not fewer than two-thirds of the members of the board who have voting privileges. He or she shall serve at the pleasure of the board. The president, as prescribed by the Acts of the State Legislature, shall be the university's chief executive officer and the chief adviser to and executive agent of the board of trustees. His or her authority is vested through the board of trustees and includes responsibilities for all university educational and managerial functions, except those which, by law, these bylaws, or other orders of the board are the specific responsibility of other persons or bodies. The president is responsible for leading the university, implementing all board policies, keeping the board informed on appropriate matters, consulting with the board in a timely manner on matters appropriate to its policymaking and fiduciary functions, and serving as the university's key spokesperson. He or she has the authority to execute all documents on behalf of the university and the board of trustees consistent with board policies and the university's best interests. The president serves as an ex-officio non-voting member of all board committees (except meetings between the Board and Internal Auditor) and shall bring any matter before the board or any of its committees he or she deems to be appropriate."

Further BOT documentation on support of the president states (VII.02. Responsibilities and Expectations of the Trustees):

- Trustees are expected to support the role of the President of the University as chief executive officer when he or she is carrying out delegated authority for all academic, administrative, fiscal and personnel matters and to promptly report to the Board chair or president any concerns about University matters of which they have become aware.
- Trustees are expected to maintain a keen sensitivity to the boundary between board oversight and guidance and institutional management and administration.

The William Paterson University Board of Trustees has established several committees to oversee 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.

The *Educational Policy and Student Development Committee* regularly reviews and approves new degree programs, confers degrees and receives reports on assessment of teaching and

learning and accreditation, approves strategic goals relevant to academic programs and sets key performance indicators related to student success. For example, the BOT approved an EdD in Leadership and a BS in Medicinal Biochemistry at their 3/6/2020 meeting along with conferral of degrees for 2020 (VII.02. BOT Meeting Minutes 03062020). At this same meeting, the BOT reviewed and approved a series of personnel actions recommended by the *Personnel and Compensation Committee*, responsible for reviewing and making recommendations to the BOT on personnel actions brought forward by the president, such as hiring, tenure and promotion.

The *Finance, Audit and Institutional Development Committee* is charged with assuring sound fiscal and administrative oversight of the university by developing recommendations to the BOT. As an example, the BOT reviewed and approved an audit during its 3/6/2020 meeting (VII.02. BOT Meeting Minute 03062020). Once a year, the BOT has an independent auditor perform a financial audit. The results of these audits are posted on the university's business services website (VII.02. June 2019 Financial Audit).

NJ State Statute 18A: 64-2-6 gives the BOT the authority to appoint the president and set compensation (VII.02. Powers and Duties of the BOT). The BOT bylaws embody this authority through the following statements (VII.02. BOT By-laws):

Article I, B. Appoint the president, who shall be the university's chief executive officer, and set appropriate terms of employment, including compensation.

Article I, C. Provide advice and guidance to the president and annually assess his or her performance based on mutually agreed-upon goals and other criteria.

Goals for the president and all higher education managers are grounded in the KPIs approved by the BOT (discussed in earlier Standards). University KPIs are published on the BOT website and form the basis for linking annual performance review to the goals and objectives of the strategic plan. The BOT engages an external consultancy once every three to five years to perform a presidential evaluation that includes input from the university community and other stakeholders.

Chief Executive Officer

The WP president is appointed and evaluated by the BOT and reports to them; the president is an ex officio member of the BOT. As noted in the President's biography:

Dr. Richard J. Helldobler was appointed as the eight president of William Paterson University starting July 1, 2018 following a national search. President Helldobler brings over 30 years of experience from various academic and administrative roles as well as prestigious fellowships (VII.03. Biography of the President; VII.03. President CV). President Helldobler is a first generation college graduate of immigrant heritage who has served previously in roles ranging from faculty to interim president at primarily regional comprehensive public universities. President Helldobler's professional and personal experience make him well-qualified to serve as chief executive office of William Paterson, a regional, comprehensive public university serving a highly diverse population with a substantial number of first generation students of immigrant heritage.

The role of the president is prescribed in state statute and further defined within the WP BOT bylaws. The president is the university's chief executive officer and the chief adviser to and

executive agent of the board of trustees. His or her authority is vested through the board of trustees and includes responsibilities for all university educational and managerial functions. The president is responsible for leading the university, implementing all board policies, keeping the board informed on appropriate matters, consulting with the board in a timely manner on matters appropriate to its policymaking and fiduciary functions, and serving as the university's key spokesperson. He or she has the authority to execute all documents on behalf of the university and the board of trustees consistent with board policies and the university's best interests. The president serves as an ex-officio, non-voting member of all board committees (except meetings between the Board and Internal Auditor) and shall bring any matter before the board or any of its committees he or she deems to be appropriate. (VII.02. BOT By-laws).

President Helldobler has assembled an Executive Cabinet designed to meet the academic and financial challenges of the University. It includes the following positions (VII.03. Fact Book University Leadership):

- Provost and Senior Vice President for Academic Affairs
- Senior Vice President for Administration and Finance
- Vice President for Enrollment Management
- Vice President for Human Resources
- Vice President for Institutional Advancement
- Vice President for Student Development
- Vice President for Marketing and Public relations
- General Counsel to the University and Board of Trustees
- Associate Vice president for Governmental Affairs and External Relations
- Chief of Staff to the President and Board of Trustees
- Director of the Internal Audit

All members of the leadership team possess appropriate academic credentials and work experience that support their work at WP (VII.04. Cabinet CVs).

Administration

The organizational structure of the president's leadership team as well as for key vice presidential units is updated annually and documented in the university Fact Book as well as the university website (VII.03. Fact Book University Leadership). While there are clear reporting lines and responsibilities within the organizational structure, there is also a strong culture of collaboration amongst units. The organization is also regularly reviewed and modified to support the university's mission and goals as needed. An overview of the structure is given below with examples of recent updates as well as examples of cross-unit collaboration.

Academic Affairs includes five academic colleges, Cheng Library, the Honors College, the School for Professional and Continuing Education, and the offices of Sponsored Programs, Transfer and Special Programs, Institutional Effectiveness, International Education, Center for Teaching Excellence, and the University Core Curriculum. All of these units are involved in delivery and development of academic programs, support for faculty and student scholarship, assessment of program outcomes and student learning, and support for teaching and learning.

The Provost meets bi-weekly with the Deans Council, as described earlier. (VII.04. Fact Book Academic Affairs; VII.04. Fact Book Academic Colleges and Departments).

Enrollment Management oversees Admissions, Financial Aid, Registrar, Student Enrollment Services, Enrollment Data services and Academic Success. The Academic Success unit, headed by the Associate Provost for Student Success, was moved from Academic Affairs to Enrollment Management beginning in 2019. This move was based on an effort to improve student admission and retention efforts and recognizes that the key performance measures for the Enrollment Management division include enrollment of continuing students, not just incoming freshmen. This reorganization allows the enrollment units to work seamlessly with those programs providing the onboarding programs as well as first year support services. Recognizing that the Academic success unit crosses over with the Academic Affairs mission, the administrative head of that unit retains the title of Associate Provost and joins the bi-weekly meetings of the Dean's Council. (VII.04. Fact Book Enrollment Management)

Student Development includes a wide range of units such as athletics, residence life, health and wellness, campus activities, service and leadership, veterans support, accessibility resource center, bookstore, dining services, career development, center for diversity and inclusion, student government association, student conduct, etc. As with Enrollment Management, we recognize importance of collaboration amongst divisions in support of student success and have intentionally built formal mechanisms to facilitate this. For example, the Dean of Students is a member of the Academic Affairs Deans Council and regularly attends and contributes to the bi-weekly meetings. Additionally, civic engagement programs operate with co-directors from Academic Affairs and Student Affairs (VII.04. Civic Engagement) recognizing the way in which civic engagement activities in Student Affairs contribute to SLOs established in our core curriculum. (VII.04. Fact Book Student Development).

Administration and Finance includes the following units: Finance; Budget; Administration; Police and Public Safety; Human Resources; and Information Technology. As with other divisions, the administrative structure supports collaboration across units. For example, the Instruction and Research Technology (IRT) office, overseen by IT, is organized to support faculty teaching with technology and collaborates closely with Academic Affairs and the Center for Teaching Excellence on faculty professional development as well as development of online learning. (VII.03. Fact Book Administration and Finance). IT works in collaboration with the IE office housed under Academic Affairs on data needs. Cross-collaboration is a hallmark of WP.

Curriculum vitae for individuals in key administrative roles (VII.03. Cabinet CVs) show that they have the credentials and experience necessary to perform their duties. The university provides resources necessary to support the university administration. A recent example of support is the implementation of Power Business Intelligence (Power BI) that provides senior leadership, deans, directors and department chairs real time data analytics relevant to the university and divisional key performance indicators. Implementation of Power BI was driven by monitoring and assessment of falling enrollments and retention and thus the need to have readily available and just-in-time data to help drive actions and decisions in that arena.

Administrative Engagement

A series of regularly scheduled meetings of various deliberative bodies ensures that the administration regularly engages with faculty and students in advancing the institution's goals and objectives.

The BOT meets at least four times a year; there are faculty Senate and student representatives on the BOT as well as the BOT committees. The BOT also schedules time for public comment that is available to and frequently used by faculty. The Faculty Senate meets two times a month during the academic year; this body includes the president and provost as ex-officio members as well as student representation (VII.04. Faculty Senate Roster). Meetings are open to the community and well-attended by administration representatives. The Student Government Association meetings are attended regularly by administration within the Student Development Division; the president and leaders from other administrative units are regularly invited to SGA meetings. Once a year, student leaders hold a dinner with academic leadership to learn about administrative processes and to share ideas. A Directors Council, comprised of directors of units across the University, meets on a regular basis to invite leadership from various divisions for sharing of information and providing input on effective running of these various units across campus (VII.04. Director's Council Mission and Goals).

Town halls on various topics are held on a regular basis to provide information and receive input from the university community. For example, the budget town hall, discussed earlier, updates the community on the status of enrollment and the resulting budget implications. The annual tuition hearing, open to the community with special emphasis on student attendance, gathers feedback from students about potential changes in tuition (VII.04. Beacon Article on Tuition Hearing). Town halls were held for the university community on the self-study and Middle States reaccreditation as well as inviting questions and comments on this process. In spring, summer and fall 2020, during the COVID-19 pandemic, President Helldobler held several virtual town halls to provide updates and Q&A sessions on the status of the university's reopening to students, faculty and staff. Additionally, the Provost and VP from Human Resources, the Director of the Counseling, Health and Wellness Center and the Director of Public Safety and University Police held several town hall sessions to update faculty staff and students on issues surrounding delivery of instruction, health and safety, and employment issues.

Each administrative unit has internal processes in place by which they evaluate performance of the unit and determine necessary improvements. For example, Student Development units report progress towards goals and assessment results annually within the planning module of Campus Labs and then set new goals based on those results (discussed in Standard IV). Academic colleges provide reports at each year that are evaluated against college strategic goals and new goals are set for the coming year, also utilizing Campus Labs (discussed in Standard V).

Assessment of Governance and Leadership

More direct connection between unit and university performance has advanced in the past few years. While higher education managers were previously evaluated on an annual basis and were expected to report qualitative accomplishments tied to the University and unit strategic plan goals and objectives, the quantitative dashboard measures tied to Strategic Plan 2021-2022 were not part of the process. In Fall 2018, the university revisited the means by which it could measure progress and replaced the dashboard indicators with a set of university wide KPIs linked

to the university's strategic goals. All units established their own KPIs linked to the university matrix. Progress toward achieving KPIs are reported each year as part of a recently revised annual review process for managers and action steps are established for the coming years. Human Resources was instrumental in establishing a template that directly links unit and supervisor's goals to University KPIs. Further, merit increases are linked directly to this annual review process that is now linked directly to the KPIs and strategic plan (VII.05 Performance Appraisal Form)

Conclusion: Strengths and Challenges

Based on an analysis of the evidence, WP has an involved Board and a strong governance system. The BOT Bylaws and structure is consistent with the NJ State Statute and executive orders that govern boards, which ensures compliance with criteria within this standard. The duties of the president as defined in the statute, BOT By-Laws and other BOT documents ensures adequate authority and independence for the University. The administrative structure of the President's Cabinet is representative of all functional units within the university and therefore of an appropriate size; higher education managers have appropriate academic credentials and work experience. More consistent and more KPI-focused performance review processes are in place to ensure that higher education managers are working effectively towards achieving institutional goals and objectives. The new KPIs approved by the BOT fall 2018 have provided a framework by which all units are able to measure progress towards common goals.

Recommendations for Continuous Improvement

- As the diversity of the campus community has increased, the university needs to consider ongoing mechanisms that will ensure that the Board of Trustees is representative of our community.

Concluding Remarks

The most significant change since our last PRR is the progress made toward building a strong culture of assessment at WP. This has occurred because of the commitment and dedication to our students on the part of the faculty, staff and administration. We have committed to improve student learning and the social mobility of our particular student body through our concerted efforts to improve retention and graduation rates. We have strengthened use of evidence for decision making and will continue on that path. As noted at the beginning of this document, it has been a privilege to engage this self-study as it has helped us better understand our strengths, weaknesses and opportunities for improvement. This self-study will be a guiding force for our new strategic plan to be compiled in the near future. We submit it to the Commission as our honest and forthright assessment of WP. We proceed forward ever mindful of whom we serve and why we are here.