

WILLIAM PATERSON UNIVERSITY

STRATEGIC PLAN UPDATE

AT YEAR FIVE

SEPTEMBER 2017

Overview:

William Paterson University is at the mid-point of our 10-year *Strategic Plan 2012-2022*. At this point in the cycle of planning, assessment and implementation, there are numerous outcomes and activities driven by the Strategic Plan that we can acknowledge as accomplishments:

- We have developed and implemented two doctoral programs (Doctor of Nursing Practice and Doctorate of Psychology). Both of these programs serve regional professional needs and offer career growth and enhancement to our students.
- We have implemented a number of new and revised academic programs including a redesigned Anthropology major, a redesigned Pioneer Success Seminar, a redesigned Honors program, numerous new graduate certificates in Education, a new master's degree in Materials Chemistry, a significantly redesigned MBA program and new MBA Pathway program, a new MA in Higher Education Administration, a revised MS in Biotechnology and a new Post-Baccalaureate Certificate in Biology, a new BS in Health Studies, and numerous new minors.
- We received full reaccreditation from Middle States Commission on Higher Education following our mid-cycle Periodic Review Report, with no conditions and no follow-up reporting.
- We created the office and hired a Chief Information Officer, implanted a strategic plan for Information Technology, and have updated that plan to address continuing changes in the IT world and the needs of our students, staff and faculty.
- We have developed and implemented enhanced the Career Development Center for our students, including college and program-specific career fairs, a Corporate Strategy Team, and the Pesce Family Mentoring Institute. Over 45% of students graduate with an experiential activity.
- We significantly increased the four and six year graduation rates and provided a free college prep program in summers.
- We have implemented an Alumni Strategy Plan and organized an Alumni Association Strategic Planning Team resulting in increased alumni events and social media outreach.
- We have built, redesigned, renovated and repaired academic and student facilities, including the new University Hall and the significantly renovated Preakness Hall (formerly Hunziker Wing), a major redesign to our soccer field, new turf for the Wightman Stadium field, Cheng Library roof and Wightman Gym roof, Shea Recital Hall, Hobart TV studio, and new music practice rooms, and are in the process of renovating Hunziker Hall and building a new Residence Hall.
- We are moving to the public phase of our \$10 million Scholarship Campaign.

- We have implemented new employee orientation and support programs, including a new employee orientation video, the WP P.R.I.D.E program, and a faculty mentor program for all new tenure track faculty.
- We became a founding member of the New Jersey Campus Compact and established a comprehensive civic engagement plan for students, which includes the required UCC Area 5 course for new students and some transfer students and co-curricular and service activities designed to create an educated and engaged citizenry. Achievement is incentivized and tracked through a civic engagement digital badge.

These accomplishments highlight much of the progress we have made under the direction of President Kathleen Waldron and the Strategic Plan. In the rest of this annual report, Committee 2022, the group charged with overseeing the annual review process for the Strategic Plan, will present current results from the 2016-17 academic year in accordance with the Strategic Plan implementation process.

Goal 1: Offer Programs of the Highest Quality

The curricular review process for our general education program, the University Core Curriculum, continued in 2016-17 through the work of the UCC Council. Dr. Jonathan Bone began a three year term as UCC Director and immediately took on the task of ensuring that proposals moved through the review, revision and approval pipeline efficiently and effectively. A total of 20 courses representing all five colleges were reviewed and approved. The UCC Council finalized the procedure for fast-tracking special topics courses on timely topics, and continued assessment activities, holding a “Closing the Loop” workshop during the Fall 2016 semester based on the results of Writing Intensive Assessment and Technology Intensive assessment completed the prior year; outcomes of these workshops included a set of concrete actions aimed at improving achievement of the these goals.

Overall curricular development and redesign also continued in 2016-17. At the undergraduate level, all teacher preparation programs underwent a substantial redesign. Although the impetus for this redesign was a change in state regulations, this provided an opportunity to the College of Education to develop a stream-lined core program that serves Early Childhood, Elementary and Secondary Education. The Music Education and Physical Education programs were revised as well, incorporating portions of the core where appropriate. By reducing credits for some requirements, such as student teaching, overall credits for program completion either remained the same or were reduced despite added state requirements.

Two new undergraduate degree programs were approved by University Senate: a BS in Actuarial Science and a BA in Urban Science and Society. The Actuarial Science BS has been edited and is now ready for the next stage of review; a revised draft of the Urban Science and Society is under review and soon be ready. These two new programs meet student demand, are unique in the region and meet local, regional and national workplace demands.

At the graduate level, a major revision in the Biotechnology program reduces the number of credits and adds the professional development courses and experiences that students look for in a professional master’s degree. A major revision in the Professional Communications MA was approved as well; this change was also focused on streamlining the program by consolidating two tracks and eliminating elective courses rarely taught and has resulted in an increase in enrollment, including international enrollment in the program. The MS in Nursing completed a small but significant revision by eliminating their thesis requirement, bringing the program in line with other MSN programs across the region.

Multiple graduate endorsement programs were converted to formal graduate certificate programs, which allow these programs to be recognized by state and federal government agencies. New post-graduate certificate programs that prepare second career students for application to professional health science programs (medical school dental school, etc.) were also developed, and a new MBA Pathway graduate certificate program was also approved and will be in place for fall 2017.

Online teaching opportunities continued to be used at both the graduate and undergraduate levels. Although no new programs were developed to be delivered exclusively online, we now deliver enough online courses that a student can earn a Liberal Studies (Psychology and Sociology Tracks) entirely online. This program is especially appropriate for adult returning students and transfer students seeking online degree completion. Development of online programs (and hybrid programs), especially at the graduate level, remains both an opportunity and a challenge.

In 2016-17, there were 17 tenure track searches to fill vacant positions, as well as two searches to fill 2 clinical 3-year positions in English. No new tenure track lines were created. For the searches, there were six failed searches: three in Nursing; one in Accounting; one in Communication; and one in Communication Disorders.

Support for current and new faculty also continued in 2016-17, with the continuation of the new faculty mentor program from the Center for Teaching Excellence, as well as numerous group and individual development programs and workshops. The Center for Teaching and Learning with Technology (CTLT) continued to offer faculty development workshops, with an emphasis on using technology to assist learning in face to face, hybrid and online classrooms. CTLT continued support for Quality Matters in 2016-17, a national program designed to evaluate the quality of online course development and instruction.

Explorations 2017, which started in 2016 as a week long (and then some) event, was expanded in spring 2017 to a full month. Explorations 2017 is a demonstration and celebration of the research, scholarship and creative culture of the university including faculty research and student research.

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

Student success activities continued in 2016-17. In terms of metrics, the four-year graduation rate continues to significantly improve, reaching 29% for the fall 2012 cohort, and reached 34% for the Fall 2013 cohort, both of which exceed the Dashboard indicator goals. One-year retention, which increased, has not been as strong, and did not meet the dashboard indicator for fall 16, but is on target for improvement for fall 17. Changes were made to advising and orientation activities, with the addition of specific advising/registration days and revision of summer orientation to a one-day model that has academic advising earlier in the process. A redesign of the Academic Development area was completed in 2016-17, which lead to greater collaboration and cross-program activities. The new Starfish student support tool was piloted in spring 2017, and will have a full launch in fall 2017, with a rollout to all advisors.

Overall, student success continues to remain a major issue for the University. With increasing competition for a smaller population of high school students, as well as a decline in two-year

enrollments and transfers from two-year schools, the University needs to focus even more efforts on retaining existing students and making sure they are academically successful.

The University's designation as a Hispanic Serving Institution (HSI) is an opportunity for additional focus on student success, as is the overall increasing diverse populations of students at the University. As our student population becomes more diverse, the University will need to make sure that it has academic and social support programming for a more diverse student body.

Student utilization of the Academic Success Center (ACS) continued to increase, meeting the goal of a 30% increase in student participation. Attendance sign in at the ASC increased by 1200 visits. Evening support was provided two evenings at week in the fall and spring semesters, with an average of 15 students per evening in attendance for tutoring, workshops, and related programming; 12 Learning Communities will be offered for Fall 2017.

As a means to improve both student yield and student persistence, Enrollment Management is testing a predictive model concurrent with our current admissions criteria and will confirm our recommendations for admissions criteria that is predictive of persistence-to-graduation. The use of data-driven decision making in terms of recruitment should lead to an improvement in conversion and yield at census.

Implementation of international recruitment for graduate students took place in 2016-17 for the 2017-18 academic year, but ran into political realities that have affected international recruitment nationwide. However, we did see an increase in international students at William Paterson in 2016-17. Advertising and marketing decisions were made for graduate activities to focus on programs with growth potential and programs that reflect the Strategic Plan for graduate education with its emphasis on programs that are career specific. Radio, digital open houses, and web campaigns were implemented.

Precipitated by a generous pledge of \$1,000,000, William Paterson University focused even more intently on increasing scholarship support with a goal of raising \$10 million. As of June 30, 2017, we have raised nearly \$5.7 million. Since 2010, the University has increased annual donor funded scholarships over 214% going from \$414,000 to an estimated \$1.3 million, resulting in more than 550 scholarship awards. The scholarship endowment has increased 156% from \$3.2 million to more than \$8.2 million during the same period of time. In the past year alone, the University raised more than \$2.2 million in endowed and annual scholarship support.

Goal 3: Provide Students with Exceptional Opportunities Beyond the Classroom

Student engagement beyond the classroom continued in 2016-17. Three hundred and seventy-eight paid internships and 1,893 jobs, both part-time and full-time, were listed in Trailblazer in 2016-2017 (as of May 1). Academic departments that offer internships have designated coordinators who have access to Trailblazer, and these coordinators also work with their own resources and networks. Through its formal Civic Engagement Plan, the University has created resources and assistance for experiential components of UCC Area 5 courses as requested/needed. The Civic engagement website provides community partner and resource information.

The Pesce Family Mentoring Institute (PFMI) had 153 mentor/mentee matches in 2016-2017. This program is now in its fourth year and Mentee and Mentor surveys indicate high levels of satisfaction and significant learning. The Alumni Association, partnering with other departments on campus, continues to seek ways to engage alumni in leadership and advisory roles at the University. For example, forty-five percent of PFMI mentors were alumni and approximately 216 alumni participated in the 7 networking/job fair events over the course of 2016-2017 academic year. Of the 216, 106 participated as employers and 110 were alumni.

The University worked to ensure that students, faculty and staff were engaged with the larger community, and that our curricular, co-curricular and extra-curricular programs developed the skills and abilities students need to succeed while at the University and once they graduate. Over 50% of the programs sponsored by Student Development contained educational components that met these criteria. For example, the Counseling, Health and Wellness Center (CHWC) offered 17 extra-curricular programs where health information was disseminated and/or discussed, with an average of 73 attendees at each program. In addition, the CHOICES peer theater program was provided to all incoming first year students and the CHWC staff participated in planning and running the Breast Cancer and Suicide Prevention Walks, where educational information is also provided. Themed celebration weeks and months (Latinx, LGBTQ+, Black History, Women's History and Asian Pacific Islander) include diverse educational, cultural and social programming that celebrates and supports our diverse student body. Students, staff and faculty are involved in the planning and sponsorship of these programs. Participation and outcomes for the Pioneer Leadership Institute (PLI) for first year students and Leaders in Action (LIA) for club and organization leaders continue to be strong. PLI participation has increased 15% over prior year and LIA participation increased 37%.

The intercollegiate, intramural and club sports programs continue to offer students opportunities outside the classroom. Use of athletic and recreational facilities remain high, participation in intramural activities has increased somewhat over the past three years and attendance and support of athletics and club sports remain relatively strong. Additionally, we now offer livestreaming of all home intercollegiate athletic competitions.

American Democracy Project (ADP) activities continued this year, including Constitution Day. Additionally, the university maintained its contractual relationship with TurboVote to grow student voter registrations. As part of the national election, the University sponsored both candidate debate and election watch activities in fall 2016.

The University sponsored two alternate Spring Break programs in 2016-17. We launched a "Celebrate Civic Engagement Week" which included national election activities, increased the number of community service partners to include locations in Wayne and North Haledon, and increased overall student participation in community service activities. The number of student participants increased 5% over last year and the total number of service hours performed increased 40%. We continue to be active participants and at times leaders in New Jersey Campus Compact activities. For the second year in a row, one of our students was selected to be a Campus Compact Newman Fellow.

Goal 4: Enhance the Sense of Community Beyond the University

The College of Education implemented an additional partnership with the Paterson School District for a dual enrollment program, and is engaged in discussions with Mercer County Community College on two initiatives: Using technology to add students at the MCCC campus to the MA in Higher Ed program, and developing a cohort model for P-3 education in partnership with MCCC and offered in Trenton.

Usage of social media has expanded dramatically in recent years to engage the campus community and other friends/followers while building a sense of pride. While we do not have specific numbers for students, our University Facebook platform has produced a 57% increase in engagement, Twitter has resulted in a 69% increase in retweets and Twitter has produced an 89% increase in "favorites" from September 1, 2016, through April 30, 2017, compared to the previous year. Facebook likes have increased by 16%, Twitter followers by 17% and Instagram followers by 42%. Many additional social media platforms are used successfully by Alumni Affairs and other individual University programs and departments to engage students and others.

The 2010 Alumni Strategy was implemented in FY11. An Alumni Association Strategic Planning Team reviewed the plan and has made suggestions as to ways to build upon the original plan. New Alumni Executive Committee job descriptions have been completed, with the assistance alumna, Maureen Conway in the process.

In FY17, WP alumni were invited to participate in 13 webinars attracting 401 alumni participants. Webinars addressed career development, personal improvement, and educational enrichment topics. Alumni Relations continued to keep on trend with the development of social media platforms targeted at younger alumni audiences (Twitter, Instagram) and implemented a new level of engagement metrics to further gauge effectiveness. This past year, 29,350 members/followers populated alumni social media platforms marking an overall increase of 10% over last year. We continue to recruit young alumni "Social Media Ambassadors" to assist with WP alumni social media promotions.

Additionally, In FY17, the alumni relations team provided 50 event opportunities for WP alumni which engaged a goal-breaking total of 1,710 alumni, 32% of whom were first time event attendees. The alumni relations team continues to collaborate with career development, performing arts, athletics, and the Colleges to offer programs and events including career networking, musical performances, alumni athletic games, and department and program milestones, to name a few. The 2017 Homecoming, spearheaded by an alumni relations/student development team achieves University-wide participation. Last year's Homecoming weekend attracted an estimated 2,000 alumni, students, and community members to campus for a wide variety of recreational, athletic, and educational events.

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

For the last six years tuition and fee increases have remained below 2% per annum. The gap between William Paterson and its nearest competitor has narrowed to about \$450 annually. The University has maintained its position in attaining the financial ratio goals in the Dashboard Indicators.

The School of Continuing and Professional Education collaborated with mainframe computing industry experts to create new certification tracks for in-demand careers, including z/OS System Programming, Application Programming, and Coding Bootcamp. In addition, agreements with new online course

providers have resulted in over 110 new online certification courses. However, SCPE still needs to improve its overall profitability.

One growth area for the upcoming year (starting at the end of FY17) is a partnership between the University and Interstudio Viaggi, a company that brings in European high school students to the United States for summer programming. A pilot program took place in summer 2017 bringing 300 Italian high school students to WPU, and if all goes well, the company will move its eastern US operation to William Paterson starting summer 2018.

A new contract for banking services was awarded, which will bring in new outsourced abilities to Business Services. The services offered by the new bank will provide more timely means to handle banking activity as well as provide management tools to maximize the short-term cash flows needed to fund operations. A new investment policy, approved by the Board and the State of New Jersey Treasurer, authorized the University to strategically invest funds not needed for daily operations in instruments expected to yield a higher rate of return than previously generated. Expected new revenue is estimated to be \$1 Million per year.

University Hall was awarded LEED gold status. After the building opened, we installed solar panels on its roof, generating 10% of the building's electricity needs. Several older buildings are having their interior lights replaced with LED lights. The campus-wide solar panels continue to generate about 15% of our electricity needs. Since 2001, while the campus buildings square footage increased by 30% we have decreased consumption of electricity by 10% and natural gas by 50%.

Three years ago, we entered into the silent phase of a \$10 million scholarship campaign, and have raised nearly \$5.7M to date. Since 2010, the scholarship endowment has increased 140% going from \$3.2 M to \$7.7M (April 2017). Funding from donors has been secured to provide research stipends to students in the College of Science and Health. In addition, travel abroad opportunities, conference participation, and research presentation opportunities for students in all of the Colleges have been provided through donor funding either designated specifically or through each of the Colleges Funds for WP. As well, each of the College Advisory Boards is focused on enhancing employment/internship opportunities for our students

The division is focused on building Annual Fund leadership level support as that leads to major gifts; gifts of \$1,000 plus has increased by 146% since FY14. FY17 represented the highest dollars raised in the annual fund in the history of the University (the last four years have seen the highest four years in annual giving revenue). The total assets of the Foundation continue to steadily grow and have surpassed \$25.9M. Investments are managed by Goldman Sachs and are monitored by the Finance Committee of the Foundation Board.

Summary:

As noted in the overview, we are at the mid-point of our strategic plan. We have completed some of the outcomes tied to our strategic goals, and have made good progress on others. The mid-point of this plan provides an opportunity to focus on those areas where more progress is needed.

While we have made significant progress on our four-year graduation rate (from 14% to 34% and the six year rate grew to 55%). However, we have not had the same growth in year-to-year retention of our students. We continue to hover between 75% and 77%. This area remains a concern.

We have begun to make some progress on developing new academic programs at the Undergraduate and Graduate level, and some of the programs that have been established in the past few years are showing significant student growth, indicating that we are meeting the goal of providing quality programs for our students. Enrollment in the MBA program for example, has grown from 100 students in Fall 2012 to 235 students in Fall 2016, an increase of 135%, and is projected to reach 250 students for Fall 2017. The Criminology and Criminal Justice program has grown from 143 students in Fall 2012 to 701 students for Fall 2016, a 390% increase.

These examples show the promise of new and redesigned academic programs for our students and the University, but overall numbers indicate a need for more work. Undergraduate enrollment continues to decline overall, and while graduate enrollment has increased by 10% in the past five years, we continue to have numerous low-enrolled graduate programs, with enrollments in the single digits or just above the single digits. There is a need for additional work in graduate education, as well as opportunities for new and redesigned programs at the undergraduate level that will attract new students, provide career and professional opportunities for graduates, and serve as programs of quality for the University.

Our status as a Hispanic Serving Institute (HSI) remains a point of pride, and we can see in enrollment patterns that we will continue to serve a population of diverse students in the future. Enrollment from Hispanic students has grown from 22% of our overall student population in 2012 to close to 30% for 2016, and projections show a continuing increase. The University has seen and is projected to see additional growth in an ethnically diverse student population and is also seeing an increase in students from traditionally marginalized populations. As our student body grows to reflect the changing demographics of our region, we must also work to address how we as a university can meet the needs of all of our students. The College of Education, for example, has strengthened its national reputation in preparing future educators from and for a more diverse society. The University will need to continue to prepare itself to meet the needs of diverse students.

We are making a name for the University in experiential learning, with curricular and co-curricular programming that provide research and creative expression options, internships, mentorships and clinical experiences for our students. Likewise, civic engagement continues to be an emphasis for the University, and students are taking part in local, regional and national civic engagement activities. The University will need to manage and continue growth in these areas to meet our strategic goals and provide students with exceptional opportunities inside and outside the classroom.

As we move into the next phase of this Strategic Plan, we can acknowledge our accomplishments while at the same time identifying and addressing those areas that need additional attention this coming year.

This report was submitted by Committee 2022 on September 29, 2017.

Committee 2022 Members

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