Area: Academic Career Planning and Placement/Division of Academic Affairs   Year: 2018-19

Dr. Jennifer Jones, Director of Academic Career Planning and Placement   July 9, 2018

Link to Strategic Plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
Goal 1.Achieve student academic, personal, and social success. **Goal 2. Strengthen NJCU identity, brand, reputation and connections with the community.**	**1. Increase cooperative education placements by 5%.**	**Use PlacePro software to track cooperative education placements or new software by academic major and college.**	**Cooperative Education** **a. Request to hire two co-op staff members for replacement of retirees responsible for internship activities in arts and sciences and humanities.** **b. Use workshops, class visitations, email, databases by major, faculty referrals, and social networks to increase applicant pool.** **c. Designate staff to act as liaisons to each college or academic major for student recruitment.**	a. Request made for new staff. No positions were not approved. b. Recruitment of students through: EAB, class visitations, faculty referrals, and workshops. c. 2 staff members were assigned to specific colleges: College of Arts and Sciences School of Business. Additional staff are needed for the College of Professional Studies, the College of Education, and the College of Arts and Sciences.	a. Funding not available to replace staff. b. Completed-Adequate pool students recruited for over 258 internships. c. Proposal request submitted to the Provost for hybrid model of career services. The model provides for centralized services and assistant directors or directors in each college. Funds have not been provided to fill the positions. 1 person has been assigned to SOB and another assigned to Arts and Sciences.	a., b., and c. Request assistant director positions for College of Professional Studies and College of Education. The hybrid model has a centralized Career Center and, at least, one assistant director or director in each college for internship development and career activities. The co-op internship program has two individuals for the NJCU undergraduate population: 1 director for School of Business and 1 assistant director for the College of Arts and Sciences. The director of the Career Center has

Link to Strategic Plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
						been providing support for all other majors. An increase of 5% could not be met with a decrease of two full-time positions. Staff did maintain their individual numbers for placement of students on internships.
			d. Enter internship opportunities on PlacePro database and use to assist students in finding internship opportunities.	d. PlacePro was the primary data source for employer and student internships. Staff were responsible for entering job data.	d. Completed	d. PlacePro will be replaced with GradLeaders platform for 2019-20.
			e. Provide cooperative education orientations, interview prep, and resume reviews in small group.	e. Co-op Orientations: • Introduction to Career Services and Co-op, School of Business October 23, 2018 • Introduction to Co-op, November 15, 2018 Main Campus • January 24, 2019, School of Business-3	e. Completed	

Link to Strategic Plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
				Sessions, School of Business • February 5, 2019, Main Campus •		
			f. Recruit internship opportunities based on student interest and major field of study and notify students.	f. Targeted recruitment strategies were implemented for the School of Business, the College of Professional Studies, College of Education, and the College of Arts and Sciences.	f. Completed-Targeted internship recruitment efforts were completed by 1 assistant director in the School of Business, 1assistant director in College of Arts and Sciences, and 1 director.	f. Additional staff are needed for targeted recruitment and career development programs for the College of Professional Studies and the College of Education.
			g. Provide targeted goals for each co-op advisor to increase their placements by 10%.	g. Goals were developed based on the available population requesting services.	g. Completed	
			h. Better marketing of the program, e.g. success stories, development of student committee for each school and social media.	h. Incomplete due to lack of staff.	h. Incomplete	
			i. Order listing of majors to determine the pool of applicants.	i. Major reports were requested during the semester to determine	i. Completed	

Link to Strategic Plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
				number of students and for targeted recruitment, e.g. education fair, business fair, and employer partnership programs.		
			j. Connect with academic departments and Institutional Research to report on academic department internships that are not part of cooperative education placements. This will provide an overall number of students on experiential education.	j. Report will be developed in August.	j. Incomplete	
Goal 2. Strengthen NJCU identity, brand, reputation	**2. Evaluate the soft skills of co-op students on assignments and**	**Track by employer cooperative education**	**a. Send out employer surveys at mid-semester.**	a. Employer surveys sent:	a. Completed	

Link to Strategic Plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
and connections with the community.	**increase above average ratings by 2%.**	**survey and faculty feedback.**		Summer 2018 -Sent July 24, 2018 Fall 2018-Sent October 22, 2018 Spring 2019-Sent April 1, 2019		
			b. Follow-up with employers to increase the number of returns received and stress need for feedback on student performance.	b. 246 evaluations were sent and 178 employers responded.	b. Completed	
			c. Contact students with below average performance ratings.	c. Staff or faculty coordinators contacted students with below average ratings. Students received letter grade of a, b., c., d. for a project and performance on the internship.	c. Completed	
			d. Provide material for interns on soft skills and discuss at cooperative education student meetings held each semester.	d. Cooperative education meetings were held: Summer, July 19, 2018; Fall 2018, October 29,	d. Completed	

Link to Strategic Plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
			e. Forward completed employer surveys to faculty coordinators for review, end grades, and student meetings. Notify employers regarding faculty site visits to discuss student progress.	2018; Spring, March 25, 2019. e. Survey forwarded to faculty coordinators and employers received letters at the beginning of the internship to confirm the internship, to provide faculty coordinator contact, and to give information about site visit and student grading.	e. Completed	
			f. Review and analyze surveys by academic college and create reports by academic colleges and distribute to deans.	f. Employer evaluation reports for summer, fall, and spring have been completed by academic college.	f. Completed	
Goal 1.Achieve student academic, personal, and social success. **Goal 2. Strengthen NJCU identity,**	**3. Increase student participation in career services by 5% e.g. appointments, career fairs, and technology use.**	**Career Center Appointments:** **Use staff student sign-in sheets and** **EABSC late to track staff appointments.**	**Individual Career Appointments** **a. Request two hires as assistant directors to replace the associate director of career service to provide targeted services**	a. Proposal submitted to the Provost. Positions were not approved. Services were provided by the Director of Career	a. Request made. Positions were not approved.	

Link to Strategic Plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
brand, reputation and connections with the community.			for special populations and seniors and recent graduates. **b. Increase numbers of individualized student office visits to prepare students for internships through class visit requests, marketing workshops, letters/emails sent to academic majors, and IT lists.** **c. Senior counselor will provide support and preparation for full-time employment, e.g. resume review, interview prep, and career coaching. Appointments are 45 minutes to 1hr.**	Services for all populations. b. Over 500 individualized appointments. c. Director of Career Services Provided support for graduating seniors. (Associate was responsible to coaching seniors-Position not filled.)	b. Completed c. Completed	
		Career Fairs **a. Schedule four focused Fairs: year: Graduate School Fair, Liberal Arts and Humanities Fair, Education Fair, and School of Business Fair.**	**Career Fairs** **a. Schedule four fairs per year: Graduate School Fair, Liberal Arts and Humanities Fair, School of Business Fair, and Education Fair.**	Career Fairs a., b. School of Business, October 2018-35 Employers and 100 Student Participants; Graduate School Fair-25 Admissions Personnel and 51 Student Participants;	a., b. Completed	

Link to Strategic Plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
		b. Track number of employer and student attendees.	**(Internships, part-time employment, full-time employment, and graduate School)** **b. Market by direct mail, PlacePro, College Central, university prompters, and email.**	education Fair-31 Employers and 85 Student Participants; Spring Liberal Arts Fair-56 Employers and 394 Student Participants.		
		Technology **a.Track current usage and placement data on College Central, NJCU list serve, PlacePro and School of Business Internship software.**	**Technology** **a. Request to hire a coordinator for technology and career services to expand the student use of technology, to connect with key departments, to provide seamless services, and to manage social networking, online employment system, and marketing.** **b. Provide data on student reasons for individualized appointments.**	Technology a. Request to hire a technology coordinator was made. Incomplete-Not approved b., c. Request made to use EAB system for tracking data and counseling notes. Career counseling/advisors needed additional reconfiguration. Meetings were held with campus EAB project coordinator.	a. Not approved. b., c. Completed-New system identified and approved for capturing data on appointments.	b. Staff training is scheduled weekly on GradLeaders. Project request made to IT for assistance. Students, faculty, and staff will be selected to Test the system. Targeted date for implementation is September 2019. Career activities:

Link to Strategic Plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
				New system purchased for the Career Center-GradLeaders will provide for online student scheduling and notes. Appointment data for 2018-19 kept by counselors sign in sheets.		Job placement, workshop scheduling, career fair notifications, and appointments will be done through the systems. Training will be ongoing.
			c. Use technology to provide employment information for graduating seniors, undergraduates and alumni.	c. College Central used for part-time and full-time employment opportunities.		
			d. Use list serve to notify students of email announcements and hard copies.	d. A list serve is used to notify students of openings by email.	d. Completed	
			e. Use College Central to Notify students of full-time and part-time job announcements from employers. Use PlacePro or new software for internships.	e. College Central is the platform used for part-time and full-time opportunities. PlacePro platform is used for all cooperative education internship opportunities.	e. Completed	
				f. 24 hour online service was provided:	f. Completed	

Link to Strategic Plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
			f. Use Vault, SIGI, DOT, and Mock Interviews for online career prep, research, and professional development.	SIGI Career Interests, Vault Dropped (Cost), DOT Job Descriptions, Strong Campbell-Career Assessment, and Mock Interviews.		
			g. Enter paper and email positions online and send employers instructions for online posting of positions.	g. Employers notified by email and sent instructions for online posting through College Central platform.	g. Completed	
			h. Require December and May graduates to register on College Central for employment Require students interested in internships to register on PlacePro. **i. Market College Central as the main source for employment opportunities.** **j. Require students visiting the Career Center to register for online services.**	h. Graduating seniors requesting services were provided with a senior packet and sign-in instructions for College Central. Students interested in internships met with intern coordinators and reviewed opportunities with their advisor and or in PlacePro.	h., I., j. Completed k. Registration not on alumni page-websites. University transitioned to new web platform college wide and is still being reviewed.)	

Link to Strategic Plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
		b. Assess, purchase, implement, train, and evaluate new software for School of Business Internship Program.	**k. Provide a registration link on alumni page.** **a. Review best practices at other universities regarding software, evaluate current software, and discuss options.** **b. Purchase a new software product for the School of Business.** **c. Train staff.** **d. Transition employers and students in the School of Business and increase usage of online tools for job management by 25%.** **e. Survey students and employers regarding ease and use of new software.**	a., b. Staff reviewed several platforms: Purple Brief Case, 12 Twenty, Hand Shake, and GradLeaders. GradLeaders was selected and approved tor implementation fall 2019. c. Staff and director training scheduled weekly beginning July 25th. d., e. GradLeaders platform recently approved and purchased July 2019. Transition of employers and student survey will take place fall 2019.	a., b., c. Completed d., e. Ongoing	a. GradLeaders new platform will be utilized college wide for career and internship activities.

Link to Strategic Plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis

Link to Strategic Plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis

Area: **College of Arts & Sciences** Year: **2018-2019**

Link to Strategic Plan: Goal and objective from strategic plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
A. Goal 1.1 Advance faculty excellence in teaching, scholarship, and service	In AY 2018-19, the College of Arts & Sciences (CAS) plans to continue our well-established practice of recruiting, mentoring, and retaining outstanding faculty of diverse backgrounds.	In AY 2018-19, CAS plans to conduct 4 (four)tenure-track faculty searches. Following the clear directives from the president, the provost, and the CAS Dean, the search committees in question will make sure that the interview pool in all these searches is racially and ethnically diverse.	In AY 2018-19, using an RCM-based process, the CAS Dean will engage the 21 department chairs and program coordinators in the College of Arts & Sciences in assessing the needs and aspirational goals of the college's departments and programs. Based on this information, the dean will submit his request for tenure-track lines to the provost as a communal decision equitably representing all departments and programs in the college.	CAS plans to conduct 4 (four) searches in AY 2018-19: 1. Chemistry 2. Modern Languages 3. Computer Science 4. Sociology	For AY 2018-19, CAS will aim for 4 new hires, out of 4 searches. It is important to note that we will do our very best to make sure that the finalists in this year's searches are members representative of minority and international groups and as such will contribute significantly to our institution's richly diverse ethnic and cultural tapestry.	Need to start search process much earlier, i.e., by September 1st. In the past few years, some CAS searches failed because all qualified finalists had accepted positions elsewhere, usually before April.
B. Goal 1.1 Advance faculty excellence in teaching, scholarship, and service	Enhance support for scholarship.	Increase the level of released time opportunities from CAS Dean's Office for faculty research, especially for junior faculty. These released time awards are being given to junior faculty in CAS in direct response to Central Administration's emphasis on the systematic pursuit of research and scholarship. Junior faculty in CAS are regularly being instructed by the dean and associate deans to devote the required time and attention to produce tangible	Using e-mail notifications on a regular basis, the CAS Dean's Office has been actively engaged in informing the junior and senior faculty in CAS about the many opportunities for released time for research, which include: 1. Released Time for research from the CAS Dean's Office.	Keeping up with past practice, CAS plans to award at least up to 45 credits of released time for research to junior faculty in Fall 2018 and Spring 2019. Also keeping up with past practice, up to 20 credits of released time will be awarded in CAS for research to senior faculty in Fall 2018 and Spring 2019.	The process has been streamlined, enhanced, and improved through the development of specific criteria and the application of equitable, transparent, and measurable rubrics to review and evaluate all requests for released time for research. Regular and ongoing academic and administrative program assessment is a continuing process in CAS. This practice is designed to monitor and improve all aspects of our operation. In addition, the application of clear	Continue to apply criteria for applicants so that outcomes are equitable, transparent, and measurable, and the results are showcased in a public forum. All faculty awarded released time for research will have to comply with the following: Criteria: Any faculty member in the College of Arts & Sciences, whether junior (untenured) or senior (tenured), requesting

Link to Strategic Plan: Goal and objective from strategic plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
		proof of an established and ongoing research agenda to enable them to be successful when they come up for tenure.	2. Released Time for research from the provost's office (SBR). 3. Grants opportunities information from the Grants Office.		and coherent criteria and rubrics to review and evaluate all competitive processes in CAS adds a much-needed level of transparency and uniformity to these processes. It also enables us to assess these activities objectively and evenhandedly over time, detecting trends, making the required adjustments, and taking the appropriate corrective measures needed to keep these processes meaningful, viable, and precise. In addition to having clear expectations, we apply a specific rubric — a standard set of qualitative and quantitative evaluation criteria — to the present review and evaluation process. The rubric we have developed to review and evaluate applications for released time for research helps us make explicit, objective, and consistent the criteria for performance, which otherwise would be implicit, subjective, and inconsistent if only isolated opinions were used as an indicator of quality. This rubric delineates as objectively as possible what content, knowledge, skills, and behaviors are indicative of various levels of mastery and excellence in response to the criteria informing and guiding the process. By using this model, we believe the end product will be a more efficient,	released time for research or scholarly purposes will need to submit the following materials in order to be considered: Before completion of the project 1. A detailed description of the research project, outlining clearly why the faculty member should be granted the released time requested. 2. A detailed description of the outcomes / deliverables, along with a timeline & work plan, outlining clearly the benefits the proposed research project will bring to the faculty member, to his/her department, and to the students at NJCU. If applicable, the faculty member should provide a detailed budget as well, outlining a reason or rationale for each budget item and explaining in detail how these items are essential for completion of the project. After completion of the project

Link to Strategic Plan: Goal and objective from strategic plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
					accurate, and equitable method to review and evaluate released time applications for research.	3. A detailed report, after the research project has been completed, outlining clearly how the outcomes / deliverables described in #2 above (in this column) were completed and accomplished.
A. Goal 1.2 Develop and offer academic programs of the highest quality	During AY 2018-19, CAS will continue to overhaul, restructure, and streamline the following programs in the College of Arts & Sciences with the goal of making them more efficient, better enrolled, and more responsive to student and societal needs: 1) Modern Languages; 2) Media Arts; 3) Computer Science; 4) Latin-American Studies; and 5) African-American Studies. With these proposed changes, we will eventually be able to grow these programs to the	Modern Languages: 1) will offer heritage language course in Spring 2019 in Arabic and Spanish; 2) will offer Spanish for Nursing (Spanish for Business is already being offered) in Spring 2019; 3) two new Gen Ed courses to be offered in Fall 2018. Media Arts: We have begun discussions on how to increase and maintain enrollment in Media Arts, especially in the graduate MFA program. Computer Science: We have begun discussions on how to diversify offerings in Computer Science and be more responsive to cutting edge technological demands, such as computational sciences and cyber defense & security. Latin-American Studies:	The CAS Dean's Office has been working closely with the department chairs and faculty from Modern Languages, Media Arts, Computer Science, Latin-American Studies, and African & African-American Studies to devise curricular and marketing strategies with the following goals in mind: 1. To increase the number of majors and minors in these programs. 2. To increase the total number of students taking courses in these programs. 3. To improve retention and graduation rates in these programs.	Modern Languages: Several new Gen Ed courses were written and submitted for temporary course approval this past year, and will be offered in Fall 2018 and Spring 2019. Media Arts: We are pursuing the possibility of offering teaching assistantships to graduate students. This would entail free tuition, in exchange for graduate students each teaching two courses per year. Computer Sciences: We are in discussions as to how we can add Computational Biology, Chemistry, and Physics to the current Computer Science offerings. We are also in talks with the Cyber Security Program in CPS to expand this	In Fall 2017, the Modern Languages Department successfully offered two new Gen Ed courses. These courses were fully enrolled. Teaching assistantships have not yet been offered at NJCU; the Media Arts MFA Program must show an increase in their enrollment from the current 8 to the target of 20. We are not yet in a position to offer Computational Biology, Chemistry, or Physics due to the loss of a new hire in Computational Chemistry. A search for a new faculty member in this area will be undertaken in the upcoming academic years. Latin American Studies has made substantial progress in expanding its course offerings and running classes at near capacity.	Modern Languages will develop and offer heritage language courses in Arabic and Spanish, as well as Spanish for Nursing and other Spanish for specific purposes. Media Arts will need to consider offering a major/specialization in digital design in response to market demand, which could be a joint position with the Art Department. The two new hires in Computer Science, Dr. Nan Wang and Dr. Abhishek Verma, have been tasked with updating the curricular offerings in the department. In general, new hires in CAS need to be able to work across departments to create

Link to Strategic Plan: Goal and objective from strategic plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
	point where they are more marketable, more viable, and self-sustained in terms of enrollment and margins.	In order to increase enrollment, we have begun discussions on how to better market LATI courses to programs that could benefit from their students acquiring multicultural skills. We are also looking into ways of adding Gen Ed LATI courses in order to attract a larger segment of NJCU students, in addition to regular majors and minors. African-American Studies: In order to increase enrollment, we have begun discussions on how to better market AAS courses to programs that could benefit from their students acquiring multicultural skills. We are also looking into ways of adding Gen Ed AAS courses in order to attract a larger segment of NJCU students, in addition to regular majors and minors.		program and include all four colleges. In addition to Computer Science and Cyber Security, the restructured CS program will involve other colleges and programs such as Business, Professional Studies, Psychology, Philosophy, History, Modern Languages, Biology, and Political Science. The Program in Cyber Security will continue to be housed in the College of Professional Studies since that college currently holds the cyber security license from the National Security Agency (NSA). Latin-American Studies: Under the guidance of the CAS Dean, the two LATI faculty have begun a sustained marketing program of visiting departments and programs in CAS, Education, and Business to better inform NJCU faculty and students about the added value that LATI courses could represent to their majors and students.	African-American Studies has begun to restructure its curriculum and will offer five new Gen Ed courses in AY 2018-19.	interdisciplinary courses and connections.

<u>Link to Strategic Plan:</u> Goal and objective from strategic plan	<u>Outcome:</u> Defined in observable, measurable language	<u>Assessment/Measures and Target Performance Levels:</u> The method used gather evidence/data	<u>Strategies to Achieve Target Performance Level</u>	<u>Result:</u> Data results	<u>Analysis:</u> Interpretation of meaning of data results	<u>Action Plan</u>: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
				African-American Studies: Under the guidance of the CAS Dean, the two AAS faculty have begun to restructure the AAS curriculum, and have submitted Gen Ed courses so as to make AAS offerings more appealing to a broader segment of the NJCU student body.		
B. Goal 1.2 Develop and offer academic programs of the highest quality	Increase the number of new programs.	For AY 2018-19, CAS plans to increase the number of new programs submitted and approved by the 21 departments and programs in the College of Arts & Sciences to at least 2 per year.	The CAS Dean's Office has been working closely with the department chairs and faculty in CAS to increase the number of new programs submitted and approved in the College of Arts & Sciences. We are especially interested in pursuing inter- and multidisciplinary initiatives such as: 1. Computer Sciences: Cyber Security and Defense 2. Chemistry: Computational Sciences 3. Sociology: Urban Studies 4. Earth & Environmental Sciences: GIS Minor 5. Women's & Gender Studies: Sexuality & Queer Studies	Biology: BS with Concentration in Environmental and Organismal Biology. Exercising the required oversight, the CAS Dean was not able to approve this program as it was presented, and suggested some minor changes before it could be approved. The department preferred to withdraw the proposal altogether for now, and might submit it again at a later date. Biology: BS with Concentration in Molecular and Cellular Biology. Philosophy: Minor in Ethics.	NJCU is lagging behind compared to its sister institutions in New Jersey in new program development. The process is perceived by department chairs and faculty as being difficult and time-consuming, especially when the proposals for new programs reach the university senate, where they can linger needlessly for a long time, sometimes up to a year.	Make the process of writing new programs easier and more streamlined, and the approval time shorter. Holding regular workshops to clarify the process should prove helpful. The Fall 2018 implementation of Courseleaf digital curriculum approval will be an important step in the right direction. However, all stakeholders need to remain vigilant so that our curricular approval process is not too slow. This has been a serious problem in the past, and we must address and rectify this issue so that it cannot adversely affect our college's curricular initiatives and undertakings.

Link to Strategic Plan: Goal and objective from strategic plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
			6. Art: 3-D Printing and Digital Fabrication	Earth & Environmental Sciences: Minor in Geographic Information System GIS. Women's & Gender Studies: Sexuality & Queer Studies. Art: 3-D Printing and Digital Fabrication.		
C. Goal 1.2 Develop and offer academic programs of the highest quality	Bringing together the policies and information from the *NJCU Faculty Handbook* (2009), "NJCU Academic Affairs Decision-Making Criteria (2016)," the state-wide *AFT Agreement* (2015-2019) and "Other Locally Negotiated Agreements," the CAS Dean's Office has produced and continues to produce "Clarifications of CAS Procedures" in order to provide clear and uniform administrative guidance to the 21	Provide transparent and equitable administrative guidance to the 21 department and programs in the College of Arts & Sciences, as we aim to develop and offer academic programs of the highest quality. In addition to providing clear and uniform administrative guidance to the 21 departments and programs in CAS through our "Clarifications of CAS Procedures," we also engage in regular and ongoing academic and administrative program assessment. This is a continuing process in the College of Arts & Sciences (CAS) and is a practice designed to monitor and improve all aspects of our operation. In addition, the application of clear and coherent criteria and rubrics to review and evaluate all competitive processes in CAS adds	In Spring 2018, the CAS Dean, working closely with the 21 department chairs and program coordinators in CAS, established the CAS Steering Committee. This committee serves to provide guidance and feedback to the CAS Dean's Office on all academic, curricular, and administrative matters affecting the professional lives of all those individuals who work or study in the College of Arts & Sciences. The CAS Steering has been tasked to provide guidance and feedback to the CAS Dean's Office, especially with regard to our clarifications of CAS procedures and rubrics. In order to better serve the department chairs and faculty in CAS, the CAS Dean relies on	To date, the CAS Dean's Office has produced clarifications of CAS procedures to better inform several administrative processes in the College of Arts & Sciences.	The clarifications of CAS procedures referenced here were successfully put to use in AY 2017-18 to better inform several administrative processes in the College of Arts & Sciences.	These clarifications of CAS procedures are a work in progress, and should improve considerably with feedback from faculty and fellow administrators. For information on "closing the loop," as far as these clarifications are concerned, please refer to D. Goal 1.2 below, where our action plan for continuous improvement is described in greater detail.

Link to Strategic Plan: Goal and objective from strategic plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
	departments and programs in CAS.	a much-needed level of transparency and uniformity to these processes. It also enables us to assess these activities objectively and evenhandedly over time, detecting trends, making the required adjustments, and taking the appropriate corrective measures needed to keep these processes meaningful, viable, and precise.	the advice and counsel from the Steering Committee, and tries to the extent possible to include their concerns and advice in the administrative documents we produce in CAS.			
D. Goal 1.2 Develop and offer academic programs of the highest quality	Following closely the policies and information from the *NJCU Faculty Handbook* (2009), "NJCU Academic Affairs Decision-Making Criteria (2016)," the state-wide *AFT Agreement* (2015-2019) and "Other Locally Negotiated Agreements," with the objective of providing clear and uniform administrative guidance to the 21 departments and programs in CAS, the dean's office has	Provide transparent and equitable administrative guidance to the 21 department and programs in the College of Arts & Sciences insofar as our review and evaluation of full-time and adjunct faculty materials are concerned, as we aim to develop and offer academic programs of the highest quality.	In Spring 2018, the CAS Dean, working closely with the 21 department chairs and program coordinators in CAS, established the CAS Steering Committee. This committee serves to provide guidance and feedback to the CAS Dean's Office on all academic, curricular, and administrative matters affecting the professional lives of those individuals who work or study in the College of Arts & Sciences. The CAS Steering has been tasked to provide guidance and feedback to the CAS Dean's Office, especially with regard to our clarifications of CAS procedures and rubrics. In order to better serve the	To date, the CAS Dean's Office has produced rubrics to review and evaluate several administrative processes in the College of Arts & Sciences.	The rubrics referenced here were successfully put to use in AY 2017-18 to better inform our review and evaluation of full-time and adjunct faculty materials, as we aim to develop and offer academic programs of the highest quality. These rubrics have proven very effective.	In order to "close the loop" insofar as these administrative clarifications and rubrics are concerned, we will continue to closely monitor their use and application. To that end, we will make the necessary adjustments to these instruments as we aim for continuous improvement and increasingly better KPIs. We will monitor and especially take into account faculty and department chair feedback as we analyze over time the results attained. These analyses will inform in a continuous feedback loop (plan / implement / assess results / modify) the way we use and apply these administra-tive instruments in CAS.

Link to Strategic Plan: Goal and objective from strategic plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
	produced rubrics to review and evaluate several administra-tive processes in CAS.		department chairs and faculty in CAS, the CAS Dean relies on the advice and counsel from the Steering Committee, and tries to the extent possible to include their concerns and advice in the administrative documents we produce in CAS.			The above action plan for continuous improvement is an evidence-based and results-oriented practice to assure overall quality of the administrative instruments under review.

With the above in mind, in the context of the inclusive, shared-governance environment that has been a hallmark of CAS — which involves full-time and adjunct faculty, department chairs, administration, and the AFT union in the College's decision-making process — the results-oriented procedure referenced above refers to an assessment that is based both on the end product as well as the process that gave rise to the instruments under review. In an orthodox results-oriented action plan, generally the outcome is more important than the action taken to achieve that outcome. However, in our action plan, both the end product as well as the process itself are equally relevant, as they inform one another, in a continuous feedback loop, as described above. |

Link to Strategic Plan: Goal and objective from strategic plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
						Our action plan for continuous improvement is geared toward maintaining the overall quality of the instruments under review, while at the same time working to strengthen and improve the process that gave rise to them.

Area: College of Education & College of Professional Studies—Prepared by Dean Deborah Woo on 7/24/2019 | Year: AY 2018-2019

Link to Strategic Plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
Goal 1.1 Advance faculty excellence in teaching, scholarship, and service	General Administrative Responsibilities and Deliverables — Exercise effective oversight in the following areas of operation to maximize efficiencies in the College of Education and the College of Professional Studies: 1. Accreditation/Assessment 2. Verifying & Maintaining Compliance with all Federal & State regulations 3. Manage department chairs to ensure syllabi are collected, reviewed and enhanced, workloads conform to vision of Provost/President, student success measures are effectively adopted, departmental conflicts are addressed and, most importantly, quality in courses and programs is improved; work on scheduling issues;	a) Maintain CAEP accreditation process for COE Teacher Preparation Programs; Maintain CACREP accreditation for Counselor Education programs; Maintain CCNE accreditation process for BSN and MS in Nursing programs; b) Complete CEPH accreditation process in Health Sciences; c) Professional Security Studies and all COE programs not included in CAEP or CACREP to complete program review processes in 2018-19;	a) Annual Reports ongoing; b) Health Sciences Department working with a consultant to complete self-study by June 2019; c) Program reviews complete by June 2019;	a) COE Advanced Programs are undergoing CAEP accreditation; Annual Reports submitted for COE CAEP Instructional Programs; CACREP Counselor Education Programs; and Board of Nursing Report submitted; b) Health Sciences Department completing self-study for Standalone Baccalaureate Program in Public Health with Preliminary Site Visit on July 18, 2019; c) Professional Security Studies Program Review in process; COE Advanced Programs in CAEP processes; CJ needs Consultant Report; Fire Science Action Plan in process.	a)**Target Met** b) **Target Not Met** but have progressed to Site Visit scheduled for October 2019 c) **Target Not Met**, more guidance needed from Dean's Office.	a) COE Faculty Accreditation Committee developed an action plan to address AFI's and have begun implementation. Plan includes: expanding the collaboration with P-12 Partnership schools and districts; adopting a new assessment instrument based on the Danielson Framework for internships; and hired a new data analyst for COE. b) Based on Preliminary Visit, Department has an action plan for finalizing self-study and has requested emergency hire to address FTE requirements. c) PSS working on self-study; Consultant identified for CJ Program Review; Fire Science hiring replacement chairperson who will work on action plan with Dean.

Link to Strategic Plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
	4. Ensure all human resources and Office of the Provost procedures and deadlines are fully met (hiring, reappointment, review for promotion, tenure, etc.).	d) Ensure all syllabi are collected and revised where necessary; e) Ensure all workload in schools/colleges averages a 12 to 15 unit workload; only 5% of faculty may be above 15 units with demonstrable reasons and criteria for such; f) A 10% reduction in release time from Fall and Spring 2017-2018; all release time must be attached to outcomes and measures; g) Completion of all hiring, reappointment, promotion and tenure evaluations, interviews, rubrics, and correspondence	d) Monitor submission and send reminders as needed. e) Consult regularly with chairs and deny excessive workloads when operationally possible. f) Monitor R/T and require a written proposal with outcomes and measures. g) Per schedules provided by HR and Provost's Office, there are varying deadlines; all FAS approved by Dean's Office no later than 2 weeks after drop/add period;	d) 100% of syllabi received. e) In Fall 2018, 1 COE faculty above 15 cr & 1 CPS faculty above 15cr. In Spring 2019, only 1 COE faculty above 15 cr. Average of 2% of faculty above 15 cr. f) R/T in COE increased from 240 cr in 2017-2018 to 258 cr in 2018-2019; in CPS reduced from 193 cr to 184 cr. g) Materials submitted on time.	d) **Target Met** e)**Target Met** f) **Target Not Met,** CPS had a 5 % reduction and COE increased due to R/T for CAEP, new CCLP doctoral program coordinators and Institute for Collaborative Education. g) **Target Met**	d) Continue to monitor submission and begin compliance review for format and content. e) Continue to monitor overload, cancel under-enrolled classes and increase number of full-time faculty in some departments that have been critically understaffed. f) Continue to monitor R/T and outcomes. g) Continue to follow schedules as required.

Link to Strategic Plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
		on time; FAS forms submitted on time;	all release time approved no later than December 1 for Spring 2019 and April 15 for Fall 2019.			
Goal 1.2 Develop and offer academic programs of the highest quality	New Academic Programming: Ensure at least one new program is developed and taken to Senate.	a) Second Degree BSN program in approval process; b) In CPS, new BS/MS bridge programs being developed in CJ; c) New Interdisciplinary B.S. degree program in Cyber Security	a) Working with Nursing faculty on Departmental approval; b) Proposals to College Curriculum Committee by September 2018 and to Senate by November 2018; c) Program proposal and course proposals to be developed in Fall 2018.	a) Approval delayed. Proposal in Senate Curriculum Committee. b) Proposal delayed. c) Proposal in Senate Planning, Development, & Budget Committee.	a) **Target Met** b) **Target Not Met** c) **Target Met**	a) Monitor and support development of the program proposal and new courses. b) Dean will meet with proposal originator to resolve issues and move proposal forward. c) Consultant hired and consultant's report received. Response to report being prepared in Summer 2 2019.

Link to Strategic Plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
		d) BS in NSS new Interdisciplinary Specialization in Forensic Science in development;	d) Program specialization to be developed in Fall 2018; with new PSS faculty line approved for January 2019 hire;	d) New faculty hired January 2019. Proposal to be completed in Summer 2019.	d) **Target Not Met**	d) Monitor and support development of the program proposal and new courses.
		e) In COE, new MAT program with multiple endorsements in Senate review;	e) Proposal in Senate for C&I/Graduate Studies review in September 2018.	e) Proposal fully approved internally. Consultant hired in Summer 1, 2019.	e) **Target Met**	e) Program Announcement to be sent to AIC in August 2019.
		f) New BS in Paramedic Science in collaboration with Jersey City Medical Center and HCCC.	f) Health Sciences Dept. developing proposal for a new paramedic sciences baccalaureate degree with focus on advanced clinical practice to CPS Curriculum Committee in Fall 2018.	f) Proposal delayed.	f) **Target Not Met**	f) Associate Dean will facilitate proposal development to move initiative forward in Fall 2019.

Link to Strategic Plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
Goal 1.2 Develop and offer academic programs of the highest quality	Implementation of New Academic Programming: 1. Ensure at least one new program is approved by AIC and ready to be launched in AY 2018-2019; 2. Oversight of CPS participation in Fort Monmouth initiative and construction of Nursing Education Center on Jersey City campus.	a) EdD in Community College Leadership to be launched in Summer 2019; b) Proposal for BS in Exercise Science to be ready for launch in Spring 2019;	a) Course proposals in development Summer/ Fall 2018; New faculty search approved for January 2019 hire. b) New faculty hired for Fall 2018; New course proposals in development in Summer/Fall 2018; Capital funding requested for lab.	a) New faculty hired in January 2019. Course proposals submitted for Summer & Fall 2019 courses. Marketing plan implemented. b) New faculty hired in September 2018. Course proposals submitted for temporary and permanent approval. Lab space identified.	a) **Target Met** b) **Target Met**	a) Program launched in Summer 2, 2019 with 23 doctoral students in the first cohort. b) Program launched; additional program-specific marketing needed; lab space being renovated.

Link to Strategic Plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
Goal 2.4 and 4.2	Community College Collaboration: Increase collaboration and revise or implement articulation agreements.	Facilitate the execution of at least two dual admission agreements with community colleges. a) HCCC: ECE Dual Admit and NURS 3 + 1 b) Brookdale: Review and update current Dual Admits in CJ, PSS, Nursing and Fire Science; New Dual Admit in Health Sciences; c) Middlesex CC: New Dual Admit in ECE and CJ; d) Mercer CCC: New Dual Admit in PSS and Fire Science	Convene meetings with Deans and Faculty from NJCU and Community Colleges to align curricula and draft agreements. a) In process for completion in Fall 2018; b) CPS Associate Dean meeting with Brookdale for completion in Fall 2018; c) CPS Associate Dean meeting with Middlesex for completion in Fall 2018; d) In process for completion in Fall 2018;	a) HCCC: ECE Dual Admit and RN-BSN Nursing 3 + 1 agreements completed. b) Brookdale dual admit agreements completed for CJ, PSS, Nursing and Fire Science; c) Agreements delayed. d) Agreements delayed.	a) **Target Met.** b) **Target Partially Met.** c) **Target Not Met.** d) **Target Not Met.**	a) Monitor agreements for revisions. b) Meet with Health Sciences Department to discuss Dual Admit agreements. c) Meet with Dean at Middlesex to facilitate. d) No response from MCCC. Continue outreach.

Link to Strategic Plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
	Data Analytics: Development and implementation of a transparent diagnostic performance-based budget model for funding and managing the departments and programs in the College of Education and the College of Professional Studies. This budget model will be informed and guided by a database of departmental performance information, which will provide an ongoing picture of how well each department and program is doing.	a) Develop school measures of success, (metrics based on Delaware Study), working with Sue Gerber for 2015-2016, 2016-2017 & 2017-2018; b) Ensure student success measures are fully integrated and implemented, demonstrated by a 5% increase in retention and 5% growth in graduation rates in Schools/Colleges;	a) October 2018 for baseline data 2015-2016; January 2019 for 2016-2017; and March 2019 for 2017-2018 b) Analyze AY 2018-2019 data by June 2019	a) Internal development of budget model replaced with plan to use Delaware Study metrics. b) Retention in COE for Full-time First Time Freshmen, Year 1 to Year 2 was 85.2% in 2016 cohort and 83.3% in 2017. For FT Transfer Students, it was 83.6% in 2016 and 79.4 % in 2017. In CPS, FTFT retention Yr1 to Yr2 was 76.7% in 2016 and 66.7% in 2017. For FT Transfers it was 56.8% in 2016 and 56.2% for 2017.	a) **Target Not Met** b) **Target Not Met:** While the retention rates in COE are higher than the University overall rates of 77.2% (2016) and 72.9% (2017) for FTFT and 69.5% (2016) and 69.1% (2017) for transfers, the rate is not improving. For CPS, the rates are lower than in COE and the rate for transfers remained fairly constant, while the FTFT dropped by 10%.	a) Confirm status of participation in Delaware Study and re-institute development of internal budget model, if needed. b) Year 1 to Year 2 retention rates are lower for both colleges when comparing cohorts in years 2016 and 2017. The action plan includes drilling down on the data by program as collected and analyzed through program reviews and addressing the areas for improvement.

Link to Strategic Plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
				c) The 6-year Graduation Rate in COE for Full-time First Time Freshmen, was 40.6% in 2011 and 50.8% in 2012 cohorts. For FT Transfer Students, the 4-year grad rate was 54.2 % in 2011 and 58.2% in 2012. In CPS, FTFT 6-year grad rate was 30.8 % in 2011 and 29.3% in 2012. For FT Transfers, the 4-year grad rate was 77.5% in 2011 and 74.7% for 2012.	c) **Target Met** for COE FTFT and almost met for transfers. For CPS, **Target Not Met** with grad rates decreasing slightly. The University overall 6-year graduation rates were 33.6% (2011) and 39.7% (2012) for FTFT and 60.9% (2011) and 66.9% (2012) for transfers.	c) The action plan includes drilling down on the data by program as collected and analyzed through program reviews and addressing the areas for improvement.

Area: NJCU School of Business   Year: AY 2018-19

Link to Strategic Plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
Goal 1, Obj. 3	Continuous improvement of SoB programs through Program Review: ▪ To assess each unit's quality and effectiveness. ▪ To stimulate planning and continuous improvement. ▪ To encourage strategic development in ways that further the University's priorities.	Complete full program reviews for the following programs by September 1, 2018: ▪ Marketing Initiate program reviews of ▪ Accounting ▪ Economics	SoB Dean will provide a timeline for completion. Updates provided by chairs.	Program reviews have been completed for all programs in the School of Business, including self-study, external reviewer site visit, and external reviewer's report. As of the close of AY 2018-2019: Management has submitted its 1-year status report. Marketing has submitted its department response to the reviewer's report. Accounting, Finance, and Economics have received their reviewers' reports and are prepared to develop action plans.	Program assessment has been an area of significant improvement at the SoB. The results of these program reviews indicate the need to revise some programs and to initiate some new degree programs.	Our School of Business Curriculum Committee is currently reviewing our SoB core requirements and will report suggested modifications for the short and long term in October 2019. All program review materials will be thoroughly evaluated rand many of the recommendations will be put into practice in the near future. Our Chairs are studying the alignment of our current programs and departments and they will soon make recommendations to align department capabilities with objectives

Link to Strategic Plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
Goal 1, Obj. 3	Continue developing a student centric undergraduate class schedule with an increase of Fall 2016 and Spring 2017 in-person classes starting before 6 pm.	70% of fall 2016 and spring 2017 undergraduate in-person classes will start before 6 pm. Report 65 will be used to gather data.	Associate Dean will utilize Infosilem, and will work with chairs to schedule courses. Dean will approve final schedules to ensure goal is met.	In Fall 2018 and Spring 2019, 56% and 51% of face-to-face classes were offered before 6pm, respectively. An additional student-centric enrollment strategy adopted in AY 2018-2019 was an increase in Winter Session offerings: • In AY 2017-2018, only 1 section ran with a total of 14 students, plus Independent Studies. • In AY 2018-2019, eight sections ran, with total enrollment of 94 undergraduate enrollments and 16 graduate enrollments.	Course offerings are still skewed towards evening classes.	We will work with Enrollment Management as they roll out the Civitas program to determine the optimal time for course scheduling. We will adjust our schedule accordingly.

Link to Strategic Plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
Goal 2, Obj. 3	Increase graduation and retention rates for AY 2018-19.	Graduation and retention rates will increase by 5%. Data will be obtained from the Office of Institutional Effectiveness.	Increase use of EAB / SSC. Increase course offerings so that students can complete program in a timely manner. Fully implement new advisement model.	Graduation rates for AY 2018-2019 are being compiled by the Office if Institutional Effectiveness and will be shared in Summer 2019.	N/A	Appropriate actions will be taken after the data is evaluated.

Link to Strategic Plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
Goal 2, Objs. 2 & 4	Increase NJCU School of Business enrollments from AY 2017-2018 to AY 2018-2019.	5% increase in enrollments from AY 2017-2018 to AY 2018-2019.	Consistent outreach to DNRs. Increase recruitment of high school, community college and international students through articulation agreements and MOUs. Offer additional course sections if needed.	From AY 2017-2018 to AY 2018-2019, enrollments in the SoB decreased for undergraduates by 3.8% and increased for graduate students by 1.6%.	All indicated strategies were pursued, but the results have fallen short of our goals.	A significant increase in program-specific marketing must take place. Recently, the first NJCU program-specific digital advertising campaign took place from February-June 2019. The overall results were termed "excellent". We will work with Advancement and Enrollment Management to support such efforts in future. We have stepped up joint marketing efforts with Graduate Admissions to offer unique recruitment events. These will be increased in number.

| Goal 2, Obj. 4 Goal 4, Obj. 2 | Increase contact and the number of articulation agreements with community colleges. | Complete and sign articulation agreements with two new schools. | Establish strong relationships with community college counterparts. | Several School of Business programs were included in the updated agreement with Brookdale Community College.

A draft of a "Pathways to Finance" agreement with Hudson County Community College is under development, with anticipated completion in Summer 2019.

Significant inroads have been made with partners at other community colleges, including but not limited to Middlesex, Ocean, and Bergen. | Articulation agreements have been prepared and signed. | Several pending articulation agreements were stalled in Academic Affairs during the last months of our former Provost's term of office. Our new Provost has greenlighted the fast tracking of our pending agreements and several should be signed in the near future. |

Link to Strategic Plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
Goal 4, Obj. 2 Goal 1, Obj. 3	Increase contact and the number of Memorandum of Understanding (MOU) and Articulation Agreements with International Universities with business programs.	Complete and signed MOUs / Articulation Agreements with at least two International Universities. Identify and set up meetings with International Universities with business programs that are interested in various types of programs and faculty / student exchange.	Invite them to the School of Business for a tour and to meet with faculty and students. Travel abroad to visit potential partner universities.	May 2019: Signed agreement for 2+2 with International University - Vietnam National University HCMC Draft under development to expand agreement with Assumption University (Bangkok, Thailand): Management, Marketing, Finance, Global Business. Visited with officials at Jilin University of Finance and Economics (China): under negotiations	Good progress continues to be made.	We recently visited John Cabot University in Rome, Italy and three institutions of Higher Ed in Ireland. We will continue to work with our International Office to reach such agreements and to recruit international students to the NJCU School of Business.
Goal 1, Obj. 2	Initiate AACSB process.	Membership in AACSB International obtained. Associate Dean to begin application in Fall 2018	Seek assistance for the Office of Institutional Effectiveness if needed. Hire new Associate Provost and faculty with AACSB experience	The initial application process has begun with receipt of the Eligibility Application.	Process has been initiated	A committee has been established to complete the application and consists of faculty volunteers across SoB departments, the Associate Dean (chair), and Program Specialist for Accreditation & Assessment (*ex officio*).

Link to Strategic Plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
Goal 1, Obj. 2	Increase competitive BS and MS program offerings.	Development and approval of three new degree programs.	Use program review results to discover gaps in program offerings. Review Department of Labor statistics for growing fields.	Developed or revised several programs, including: • BS, Hospitality Management • BS, Entrepreneurship • BS, Sports Management • BS, Business Analytics and Data Science • Professional Financial Planning (minor) • Marketing Analytics (minor) • Digital Marketing (from Social Media Minor) • Management (program revision) • MBA, specialization in Business Analytics • MS in Financial Technology (pending AIC approval) • Certified Financial Planning (CFP) certificate	Excellent progress has been made.	We will continue to develop and offer new academic programs and professional certificate programs.

Link to Strategic Plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
Goal 1, Obj. 1	Increase number of academically qualified faculty in the School of Business	Conduct successful searches for the following faculty positions: Accounting (2) Finance (1) Management (1) Marketing (1)	Advertise in diverse papers, websites, etc. to recruit qualified applicants. Conduct interviews in a timely manner to recruit potential faculty before they are hired elsewhere.	In Fall 2018, the percentage of student credit hours taught by academically qualified faculty surpassed ACBSP-prescribed thresholds at both the undergraduate (46%) and graduate (72.2%) levels, up from 44% and 56%, respectively, in AY 2017-2018.	We continue to successfully recruit new academically qualified faculty. We successfully completed four searches and one is pending completion.	We will continue in our efforts to attract a diverse pool of academically qualified faculty.

Link to Strategic Plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
Goal 4, Obj. 2 Goal 2, Obj. 4	Improve the quality of the School of Business internship / job placement program and increase the number of SoB placements.	SoB internships / job placements will increase by 20% from AY 2017-2018 to AY 2018-2019. Five workshops will be held each semester to prepare students for internship experience. Ten new employers are identified for student internships	Actively reach out to local businesses for student internships. Survey students and employers on specific development workshops needed. Advertise workshops available to students. Have internship coordinator meet with faculty and students to discuss opportunities available.	Career Services held 21 workshops in AY 2018-2019, nine of which took place at the School of Business in Harborside. There were 36 employer recruitment and similar networking events made available to NJCU SoB students. The SoB Internship Coordinator (Mr. Joshua Iannuzzi) was transferred from Career Services to work directly within the School of Business, reporting to the Dean. In addition to facilitating the above and meeting individually with students, Mr. Iannuzzi maintains regular contact with partners/entities, such as but not limited to Goldman Sachs College Collaborative, Hudson County Community Networking Association, and the Hudson County	Excellent progress continues to be made.	We will continue to integrate our Internship coordinator into SoB operations and we will seek to increase the number and quality of new internship opportunities. We hope to develop an alumni support career services effort.

Link to Strategic Plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
				Workforce Investment Board.		

Goal 1, Obj. 2 Goal 3, Obj. 2	Increase fundraising to secure significant gifts for additional programs and activities at the School of Business including naming opportunities.	Secure two significant gifts.	On-going effort to name the School of Business, including classrooms, etc. Raise matching funds for HBX Live virtual classroom/data science center.	We have raised commitments of $560,000 towards the building of the virtual classroom. Construction is expected to begin in Fall 2019.	Good progress has been made	We will continue to work with the SoB Director of Development to raise additional funds.
			Reorient Advisory Board towards fundraising	We have replaced several members of the Board with active donors, and will be continuing to recruit new members.		

Department/Program/College: Global Initiatives

Academic Year: 2018-19

Prepared by: Tamara Cunningham, AVP for Global Initiatives

Date: July 25, 2019

Link to Strategic Plan: Goal and objective from strategic plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
Strategic Plan Goal 2 Achieve student success: academic, personal and social	Outcome 1 Increase number of students who study abroad by 5%	Track number of students who go abroad through exchange, faculty led and other programs	Increase number of events to promote study abroad opportunities during the academic year, including tabling sessions, Study Abroad Fairs, and classroom visits	**DID NOT MEET GOAL** 1. AY 18-19 Semester Abroad numbers **were unchanged from AY 17-18: 11/11** 2. The number of faculty-led short programs was reduced from 5 in AY 17-18 to 3 in AY 18-19. The number of University-sponsored programs (Honors, etc.) was reduced from 4 to 3 due to funding issues. 3. Interviews with prospective students indicated primary barrier to participation was funding, followed by availability of courses in major. 4. Significant (100%) increase in enrollments for AY19-20 due to enhanced outreach	1. "Long view" is key to Study Abroad planning. Increased outreach during AY 17-18 and AY 18-19 to 1st year students and higher visibility on campus is showing results two years later.	1. The addition of a Faculty Liaison for Study Abroad has significantly enhanced outreach efforts and student response; 20 students (100% increase) are scheduled to participate in semester abroad in AY 19-20 2. Continue increased outreach activities, including classroom visits, Study Abroad Fairs and Tabling Sessions, use of "Study Abroad Ambassadors", large posters and flyers throughout campus. 3. Advocate for reinstatement of University-funded Study Abroad scholarships 4. Promote development of broad-based trips to more affordable destinations; promote interdisciplinary collaborations.

Strategic Plan Goal 3 Enhance resources and the University's capacity to achieve vision	Outcome 2 Increase fee-paying international student enrollment by 10%	International student enrollment data	Detailed analysis of undergraduate and graduate application samples focusing on processing times, applicant compliance with requirements, follow up processes, deadlines, etc to identify areas for improvement	**DID NOT MEET GOAL** 4% decline in matriculate new admits, 20% decline in new matric attending, **5% decline in admission yield and 4% decline in unduplicated total matriculate enrollment between AY 17-18 and AY18-19**	1. Large number of new admits are from regions with high visa denial rates: East and West Africa, South Asia impacted yield. 2. Anecdotally, significant number of new admits (approx. 20%) indicate insufficient funding to complete the I20 application process and request financial assistance. 3. The majority of new admits who do not accept the admission offer do not provide a reason other than lack of funding; very few say they chose another school. 4. What appears to be a high turnover in new students (excluding visiting students) is actually a reflection of the population, which is predominantly transfers and graduate students who attend 2-3 years; 1st year full time undergraduate enrollments are minimal.	1. Advocate for a merit-based tuition scholarship of between $1000- $3000/ semester to attract and retain top students

					5. Historically, retention and graduation rates are high (+80%)	
Strategic Plan Goal 3 Enhance resources and the University's capacity to achieve vision Strategic Plan Goal 4 Strengthen NJCU identity, brand, reputation and connections	Outcome 3 Develop at least 2 new additional revenue-generating activity with international partners	Track new international partnerships and revenue through MoUs and budgets	Collaborated with the Office of the Provost, the academic deans and the faculty to identify international revenue-generating initiatives			
Strategic Plan Goal 3 Enhance resources and the University's capacity to achieve vision	Outcome 4 Complete second phase of ACE Internationalization Implementation Plan	Review ACE Internationalization Task List and ensure sub-committee chairs have completed phase 2 of their respective recommendations	Worked with ACE subcommittee chairs and larger ACE core group to implement the recommendations for phase I of the ACE plan	**Goal on Hold** The ACE Implementation Task Force began its work on Outcome 4, but the president asked the Task force to pause and consider applying for the ACE Lab 2.0, which is the second version of the strategic internationalization implementation plan.	Pending	NJCU has contacted ACE to register for the second part of the ACE Lab. ACE is convening a cohort for this next phase and the University will be included in the 2.0 cohort.
Strategic Plan Goal 3 Enhance resources and the University's capacity to achieve vision	Outcome 6 Increase enrollment in American English Program to 50 students each semester	Track international student enrollment in AEP through PeopleSoft	Focus on customer relationship management. Respond within one working day and assign a personal advisor, follow-up to "sell" the program over our competitors, make phone call to anyone local (sometimes Skype with those overseas)...set follow-up	**Met Goal** Fall 2018 AEP Enrollment (54 students) Compared to 24 students in Fall 2017. Spring 2019 AEP Enrollment (63 students) Compared to 19 students in Spring 2018.	The American English Program collaborated with the Department of Professional Education and Lifelong Learning (PELL) to offer intensive English language classes. Working with PELL helped to significantly increase enrollment.	Collaborations with PELL will continue. Also, goals to increase AEP enrollment will be part of the international strategic plan each year. AEP will also benefit from the enrollment of joint degree students who need a pathway to degree courses. This steady stream of students will also increase enrollment.

			dates and follow-up 4 or 5 times.			
Strategic Plan Goal 3 Enhance resources and the University's capacity to achieve vision Strategic Plan Goal 4 Strengthen NJCU identity, brand, reputation and connections	Outcome 7 Increase opportunities for the Confucius Institute to partner with the community to promote Chinese Language and Culture	Track number of new opportunities and partnerships with community through agreements and contracts with the Confucius Institute	Establish new partnerships through Chinese language and cultural event activities	**Met Goal** The CI at NJCU partnered with Hudson Way Immersion Program, New Milford Board of Education, New Milford High School and PACE University. All of which are new partnerships for the 2018-2019 AY	These relationships are critical to the success and growth of the CI at NJCU, especially at this time when CIs are under fire by state legislators. Sharing the success stories of the CI at NJCU and collaborating with the Jersey City school system and institutions of higher education positions NJCU's CI as a viable resource for NJCU, the community and beyond.	The CI at NJCU will continue to strengthen relationships with new and existing partners.

Area: Guarini Library (submitted by Fred Smith, Director of Library Services)   Year: 2018/19

Link to Strategic Plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
Goal 1: 1 Goal 2: 1	**To develop resources to support the new Community College Leadership program**	**Identify and acquire requisite educational resources to support student success in this program; establish Library liaison; participate in annual summer institutes**	**Meet with program co-ordinator; name a librarian as liaison; review relevant sources for databases and monographic literature; purchase**	Have met with coordinator; named Sheila Kirven as liaison; have leased relevant databases and purchased both print and ebook volumes to support this program	The Library has taken pro-active moves to establish support for this program	Continued acquisition of needed materials along with outreach to the program
Goal 1:1; Goal 2:1; Goal 3:3	**Begin inventory of diverse archival materials now housed in one central location in the Library; expand collection with additional**	**Start with an accurate inventory of 1300+ yearbooks; examine for condition.** **Ask other offices on campus for material.**	**Develop a spreadsheet or other enumerative product.**	A detailed inventory of this valued resource has been completed.	For the first time ever, we have a definite tally of the volumes we have collected from disparate sources.	We solicit other departments to see if they wish to donate yearbooks to our collection

Link to Strategic Plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
	material culled from other on-campus offices					
Goal 4:2	To have Library engage with University alumni by establishing an Alumni Book Collection	Count of volumes donated by alumni	Meet with Alumni Office to propose the creation of an Alumni Book Collection; process volumes as they are received; possibly hold "A Salute TO NJCU Alumni Authors"	Due to extenuating circumstances, this activity has been pushed off to the 2019/20 cycle		
Goal 1: 1	Replace Summon.	The number of "hits" that Summon replacement generates	Review alternate tools that will improve student access to numerous Library datyabases	The replacement for Summon has generated over 180,000 uses in less than a year	This tool has proven its effectiveness for a greatly reduced price	Continue to emphasize its use during bibliographic instruction classes.

Area: Office of Military & Veterans Services/Elaine Gargiulo & Randi Fontanez   Year: 2018-2019

Link to Strategic Plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
Achieving Student Success (Goal 2) and Enhancing Resources and the University's Capacity to Achieve Vision (Goal 3)	Increase knowledge, understanding and awareness of the Veterans population (Veterans, Service members, and their dependents) needs at the campus community level.	Number of services directed at the campus community, in order to facilitate a genuine understanding of needs will increase by at least 10 programs, while we continue to maintain the level of committed service we current provide to our student population	Continued tracking of the programs we offer throughout the year, including professional development for students, faculty & staff, as well as the opportunity to speak with individuals in our student population, allowing for increased support to this population.	Over the past year, the Office Military & Veterans Services participated in numerous activities (orientations, open houses, workshops, fairs, etc.) to engage the community, revamped our information flier to include in-depth information, engaged faculty, staff and students in a letter writing campaign to soldiers, participated in professional development to enhance the office's knowledge, and most importantly hosted it's first round of Military Competency Training, which launched during Veterans week of 2018, which put us well above our mark of increasing our programming by ten more events.	The Office of Military & Veterans Services met its goal of promoting veterans awareness throughout the campus community. We were able to expand/update the previous programs and measures we employ, as well as add new ones, such as the military competency training, army/navy information days, letter writing campaigns, and suicide awareness training (on our end). While the military competency training was an excellent presentation, it was unfortunately, not well attended by faculty, staff, and students (even with the promotion and outreach employed).	The office will continue to research and implement best practices to educate and support the NJCU community in our Veterans Awareness initiatives. The knowledge and support of the NJCU community is essential in the overall success of our student veterans' population, so we will continue to explore additional opportunities in getting our information across. For example, we attended two seminars on suicide prevention, which is something that should be shared with the NJCU community, as it is, unfortunately, a serious issue amongst our nation's heroes. In addition, will continue to research and implement best practices across the board.

Link to Strategic Plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis

Area: Online Learning   Year: AY 2018 - 2019

Link to Strategic Plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used to gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
Goal 1: ENHANCE RESOURCES AND THE UNIVERSITY'S CAPACITY TO ACHIEVE VISION

Objective 3: Create a state-of-the-art campus to enhance the environment for teaching, learning, living, and working.

Strategy D: Expand technology use to facilitate academic and administrative excellence. | Increase and improve resources and services to assist faculty in using technology and to enhance the quality of online teaching and learning by

● Providing faculty professional development opportunities which will enable them to work more effectively with technology in an online learning environment; offering at least 100 high quality faculty trainings that incorporate best practices in online teaching pedagogy throughout the academic year.

● Providing exemplary support services to faculty and achieving a 100% "Highly Satisfied" faculty satisfaction rating of the services provided. | Each educational technologist self-tracks the number, type of, and delivery mode of faculty trainings offered. Training includes but is not limited to
- encouraging faculty use of the University's Learning Management System Blackboard Learn; developing their skills and comfort-level using Blackboard Learn to deliver quality online, blended, and web-enhanced instruction.
- acquainting faculty with the effective use of synchronous web-based instructional tools, namely Blackboard Collaborate Ultra, and best practices in using synchronous teaching technology.
- targeted Blackboard Learn tool training based on faculty interest.
- using the Quality Matters rubric to encourage continuous quality improvement of online course offerings.

An annual, anonymous survey is emailed to all faculty and adjuncts who taught during the academic | Continuous in-person, email, phone support for faculty teaching fully-online, blended, and web-enhanced classes using Blackboard Learn Learning Management System.

Continuous in-person, email, phone support for faculty wishing to incorporate synchronous web conferencing technology into their fully-online, blended, and web-enhanced classes using Blackboard Collaborate Ultra.

First contact resolution for all incoming faculty support requests.

Publicize online technology, training, and faculty support services: Prior to the start of each term, all persons assigned as faculty in the GothicNet system for that given term are sent | A number of professional development opportunities were offered to instructors during the academic year. 128 instructors in total received training.
● 21 faculty registered for the Applying the Quality Matters Rubric workshop and 9 registered for the Improving Your Online Course workshop (30 total).
● 38 faculty members registered and participated in the self-paced online Blackboard training course.
● 60 total individual trainings for instructors

In the August 2018 faculty survey 73% of all faculty were "Highly Satisfied" with services offered by Online Learning. 0% of instructors responded they were "Not Satisfied." | Professional development training exceeded initial goal of 100 faculty trainings. One-on-one support continues to be a popular service, but the expansion of training for workshops such as Quality Matters is also popular. It is critical that professional development opportunities continue.

While not meeting the Outcome 100% "Highly Satisfied" faculty it is important to note that no faculty responded that they were unsatisfied with online learning support. Overall instructors that use Online Learning services are happy with the support they receive. | Meeting the goals for faculty professional development is a good start and more work will be done to meet the needs of today's best practices in educational technology. This includes:
● Providing professional development opportunities that that not just technical in nature, but also that relate to best practices in digital learning. The goal is for workshops that include NJCU instructors and Online Learning.
● Introduce Blackboard Ultra to the university campus for a more modern learning management system.
● Quality Matters Workshops address the design of online learning, but not the facilitation. Professional development that relates to facilitating online learning will be introduced.
● Current surveys sent to faculty are focused on awareness and satisfaction with Online |

Link to Strategic Plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used to gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
		year. This targeted faculty data is collected using queries pulling from the GothicNet student information system. Faculty response and opinions on the services provided by the Department of Online Learning are captured through NJCU's digital feedback survey software systems Checkbox and Qualtrics.	an email stating a course shell inside Blackboard has been created to accompany their course. Department of Online Learning support services, contact information, and training opportunities are offered inside this email.			Learning help. Future surveys will incorporate needs analysis of Online Learning and ability to offer suggestions for professional development.
Goal 2: ACHIEVE STUDENT SUCCESS: ACADEMIC, PERSONAL, AND SOCIAL

Objective 3: Increase retention and degree completion for all students.

Strategy D: Meet the needs of all students through support services to ensure attainment of career and professional success. | Strengthen support services for online learners by:

● Providing exemplary support services to online students and achieving an overall student satisfaction rating of Satisfied or better based on the services provided.

● Resolving 100% of inbound student service requests and support inquiries emailed to dlsupport@njcu.edu and submitted through the Online Course Support Form. | Support requests either emailed to our generic support email address dlsupport@njcu.edu or submitted through our Online Course Support Form and directed to our Help Desk Software and
- a help ticket ID is generated
- an auto-reply response is sent to the ticket originator stating a representative of our Support Team will respond to their request within 24 hours

At the close of each semester, an anonymous survey is emailed to all students enrolled in one or more fully-online course. This targeted student data is collected using queries pulling from the GothicNet student information system. Student response and opinions on the | Publicize online technology, training, and student support services: An email is sent to all students enrolled in one or more online course prior to the start of each semester with pertinent information including but not limited to:
- how to access their online class inside Blackboard Learn
- how to request support from the Department of Online Learning
- how to acquaint themselves with Blackboard Learn and with some of the online tools they may be using in their online class (ie. | Students that were surveyed this past academic year had high marks for their online learning experience:
● Fall 2018: 84% Extremely or Moderately Satisfied
● Spring of 2019: 70% Extremely Satisfied or Moderately Satisfied

Online Learning provided high quality support to all students that placed a ticket resolving 100% of them during the academic year. | Support for students and ticket resolution met the indicated targets.

Students are mostly satisfied with support they receive for those that responded to the survey. | Online Learning provides satisfactory support to our students. However, there is room for improvement.
● Blackboard Learn 9.1 (our current learning management system) is not as user friendly as more modern systems. Moving NJCU to Blackboard Ultra (a more intuitive system) would cut down on student support requests over time.
● There is a need in addition to the student survey for Online Learning to gather more metrics and data to properly assess satisfaction with services. Finding an improved ticketing system and having |

Link to Strategic Plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used to gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
		services provided by the Department of Online Learning are captured through NJCU's digital feedback survey software systems Checkbox and Qualtrics.	discussions, assignments, tests) Online course information is posted in the Academic News section of GothicNet, including email and phone support information for all online learners. First contact resolution for all incoming student support requests.			proper service level agreements for online learning will help with quantifying the support that is given. • Update the "Cyber Primer" student Blackboard course to reflect not just technical help, but also NJCU online services that are available and also "soft skills" that are necessary to be a successful online student. This would help students understand the expectations of completing work online. • Allowing more flexible technical support options such as chat and 24/7 phone support can also be explored.
Goal 4: STRENGTHEN NJCU IDENTITY, BRAND, REPUTATION, AND CONNECTIONS WITH THE COMMUNITY Objective 1: Re-imagine and implement a new public image of NJCU as a diverse	Develop and improve staff skills and competencies in online learning technology and enhance resources for supporting online teaching and learning by: ● Facilitating e-learning innovation externally by attending and/or presenting at 1 or more industry / e-learning/ higher-education conference.	Each educational technologist self-tracks the number and type of conference attended and presentations delivered.	Each educational technologist subscribes to individual professional organizations of their own choosing and stays abreast of professional development opportunities. Collaborate with NJCU faculty to learn of potential scholarly conference opportunities.	**Dan Ward of Online Learning participated in the following:** • Presented the "Topics in Educational Technology: Using H5P to Incorporate Active Learning into Online, Blended and Web-Enhanced Courses" webinar for the Graduate Admissions Webinar Series at New Jersey City University • Presented as a panelist at the Frontier Set Winter Conference on the topic of Digital Learning • 2019 CODiE Awards Judge for Summative Assessment Solutions	Online Learning was very active in presentations and publishing work. Dan Ward in particular has been very active in publishing and committee work. This helps to advance the mission of Online Learning and raise awareness to the NJCU community.	• It is important that Online Learning continues to work and gains professional development to keep skill sets relevant and understanding of new online learning services that become available. Technology moves very quickly. Online Learning should become more involved in national organizations like EDUCAUSE or OLC

Link to Strategic Plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used to gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
urban university of distinction. Strategy C: Raise NJCU profile through citations by faculty and staff in diverse media.	● Publishing 1 or more scholarly article during the academic year. ● Fostering e-learning collaboration within the campus by participating with and/or volunteering for 1 or more campus committee.		Collaborate and volunteer for campus committees.	• Served as a grant team member for the Frontier Set grant. • Successfully completed my term (May 2019) as the Co-Director of Technology for the Minority Science and Engineering Improvement Program (MSEIP) Grant. • Published in the August 2018 Issue of the Magna Newsletter: "The Website as a Digital Portfolio: Social Media and Digital Literacy in the English Composition Classroom." • Co-Authored paper accepted by the Association for the Advancement of Computing in Education. Paper titled: "Application Process of a Learning Management System for Academia" (6/3/19). The paper was presented at the Global Conference on Learning and Technology in July 2019. • Published (July 2019) "Exploration of Examples and Research of Services for Online Students" in the Journal of the Instructional Technology Council. • Jennifer Fox (May 2019) attended the USLA 2019 National Conference.		(Online Leaning Consortium). • One additional priority moving forward is to become more involved in the local higher education community. NJEdge hosts a number of events in the industry and is helpful for networking on what our local peers are doing.

New Jersey City University
Division of Academic Affairs

Outcomes Plan and Semester Report

Department/Program/College: Opportunity Scholarship Program   Academic Year: 2018-2019

Prepared by: Andrew Platizky/ Sabrina Magliulo   Date: 7/25/19

Link to Strategic Plan: Goal and objective from strategic plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
Goal 2: Achieve student success: academic, personal, and social **Objective 4:** Enroll a diverse student body that will succeed at NJCU and beyond. **Strategy A:** Recruit students who are diverse in background, culture, physical ability, age, geographic region, and country.	OSP will meet the institution's enrollment objectives while bringing a more personalized student-centered approach to all phases of recruitment. Total FY'19 Enrollment Initial Undergraduate: 150 Graduate: 15	Draw comparative analysis between NJCU and competitive institutions that target similar populations to determine attainability of recruitment goals developed by NJCU Admissions.

Determine if we have met the goals outlined by the program and institution.

Obtain comparison data from previous years that outlines NJCU's and OSP's FTFT enrollment. | Work closely with NJCU Admissions to identify geographic regions for sustained recruitment efforts.

Identify factors that contributed to accepted OSP/EOF students who opted not to attend NJCU.

Continue OSP/EOF representation at Open Houses, Instant Decision Days, high school/ community events and identify future high school and community recruitment sites.

Meet with campus stakeholders such as Admissions, Financial Aid, and campus bridge | Initial FTFT Undergraduate Enrollment= 157

Of the 157 FTFT 2018 cohort, 139 participated in the OSP Summer Academy. An additional 18 students were admitted in the fall to contribute to the University's goal of increasing the cohort.

Total Graduate Students receiving the EOF grant= 5 | Declining population of high school graduates have impacted enrollments for the OSP pre-freshmen summer academy.

Obtaining financial documentation from families in a timely manner continues to be challenging.

Due to EOF graduate grant funds being limited to students enrolled in 9 credits, the | With declining enrollments of FTFT students, OSP will focus on building community partnerships to assist with the recruitment of eligible EOF students.

Work with Financial Aid and IT to develop an electronic mechanism where families can submit financial documentation needed for verification of eligibility.

Revisit screening and verification process.

Staff will participate in EOF Central's Graduate Grant training to obtain updates on the regulations. |

Outcomes Plan and Semester Report

Link to Strategic Plan: Goal and objective from strategic plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
			program to evaluate effectiveness of verification screening sessions. Review data of students who have returned after stopping out and develop a target goal of how many re-admit students to accept each year. Complete an analysis comparing the human and fiscal resources utilized to recruit the summer class to develop a more effective and efficient model. Review matrix for OSP admissions and recommend changes where appropriate.		applicant pool did not reach the target.	Work with Admissions and Financial Aid to explore ways to identify eligible graduate students.
Goal 2.4, Strategy A.	OSP will accept 50 transfer/re-admit students each academic year.	Develop a benchmark around OSP transfer/re-admit students to be able to identify targets	Work closely with Admissions and the Transfer Resource Center	Total Transfer/Readmits= 54 Transfers (32) FA18=23	Fall continues to yield more transfer students than the spring.	Work with community college EOF programs to

Outcomes Plan and Semester Report

Link to Strategic Plan: Goal and objective from strategic plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
Goal 2.4, Strategy A and Strategy B Create strategic relationships with organizations in order to serve as a driver for the continued growth and success of northern New Jersey and the improvement of NJCU.	OSP will increase the number of working relationships with high school guidance counselors through correspondence and recruitment events.	for each subsequent year. The number of high schools in which OSP has a working relationship.	to identify OSP transfer/re-admits. Maintain ongoing contact with EOF programs throughout the state to notify them of OSP transfer process. Targeted outreach that includes information about the benefits of OSP at NJCU to top feeder high schools' guidance counselors.	SP19= 9 Re-Admits (22) FA18: 12 SP19: 9 Four professional staff members attended the HESAA School Counselor Training held at Seton Hall University. Built new connections with staff at Paterson and Camden high schools by participating in EOF recruitment events.	Ongoing outreach to separated students impacts students' decisions to return. High School Counselors need more information regarding the nuances of the EOF grant and the admissions criteria across different institutions. While there were an increase in applicants from Camden, an obstacle to yielding applicants to enroll was families' lack of access to transportation to campus during the onboarding process and	increase awareness of spring admittance. Develop targeted outreach campaign to re-engage students who separated from NJCU. Explore possibility of hosting HESAA Guidance Counselor Training and facilitate a session for high school guidance counselors to address misconceptions about EOF eligibility. Explore ways to minimize trips needed to campus, as well as funding sources for housing throughout the year.

Outcomes Plan and Semester Report

Link to Strategic Plan: Goal and objective from strategic plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
Goal 2 Objective 2: Advance students' social and personal development. **Strategy A and B**	Target 5 high schools to invite to the OSP's NJCU High School Conference to expose prospective students to the college application and financial aid process while learning about the benefits of OSP/EOF.	The number of participants and their assessment of the event.	Connect with guidance counselors from 5 targeted high schools to get high schools to register for the conference by marketing what students will learn by attending.	weekends during summer academy.

While several high schools initially registered for the conference, many could not attend due to their spring break. Perth Amboy High School transported a bus of students. | Students and counselors who attended the conference gave positive feedback. | Explore scheduling high school conference for the fall semester to avoid conflicts in scheduling. |
| | All summer academy participants will take the Noel Levitz College Student Inventory (CSI) on the first day of the summer program and the Mid-Year Student Assessment at the end of the fall semester. | Counselors will review data from the CSI with students during the summer academy individual meetings. Staff will identify trends and make recommendations to address common topics in the workshop offerings and OSP sections of the Orientation to College course in the fall. | Counselors will utilize Noel Levitz reports to prescribe individualized advisement/counseling to students and implement intervention strategies that address the common trends in the summer and fall. | By the end of the fall semesters, significant increases were measured in the following areas:

Academic Motivation
Math and Science Confidence (+6.9%)
Verbal and Writing Confidence (+6.4%)
Reading Interests (+5.5%)

General Coping | The CSI demonstrated students' need for emotional, familial and financial support.

The MYSA demonstrated an increase in several areas of academic motivation and general coping.

Commitment to College and Family Support seemed to be impacted | Offer more programming around mental health and external issues that impact student persistence, such as financial concerns.

Expand focus of OSP orientation to include focus on helping families understand transition to |

Outcomes Plan and Semester Report

Link to Strategic Plan: Goal and objective from strategic plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
				Financial Security (+6.5%) Decreases were measured in the following areas: Academic Motivation Commitment to College (-3.7%) General Coping Family Support (-5%)	after having a semester of experiencing the realities of college.	college and level of commitment needed.
Goal 3: Enhance resources and the University's Capacity to Achieve Vision Objective 1: Advance core NJCU values of individual and institutional	All OSP professional staff will be involved in a minimum of one professional development activity per academic year (permitting funds) and will present what is learned to OSP colleagues.	Records documenting staff's participation will be included in the OSP Director's meeting minutes, EOF/OSHE Annual Report, and Provost End of the Year Report.	Funds will be for this earmarked for staff professional development. Staff will be encouraged to attend professional development events and administrators will forward information about relevant opportunities.	Staff attended the following conferences/workshops: EOFPANJ, LGBTQIA, Tri-State Consortium of Opportunity Programs, NASPA's Region II, Closing the Achievement Gap and Student Success Conferences, NJ ACES Women of Color	Professional development continues to enhance skill set of staff members and positively impact services provided to students.	Seek opportunities related to challenges.

Outcomes Plan and Semester Report

Link to Strategic Plan: Goal and objective from strategic plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
caring, growth, and excellence. **Strategy A:** Create a robust staff professional development program to enhance administrative and academic quality.			Expectations regarding reporting of what is learned from such events will be communicated to all staff members.	Conference, Fred Pryor Leadership Workshops. Presentations during staff meetings that focused on what was learned and how they would like to implement it into the program		
	The majority of OSP non-clerical professional staff will take on leadership roles within NJCU or EOFPANJ.	Staff activities will be chronicled in the Provost's End of the Year Report and EOF/OSHE's Annual Report.	Director will meet with OSP staff to encourage them to take on leadership roles. Director will emphasize benefits to staff member's professional growth and the success of the Program & University's missions.	Treasurer of EOF Professional Association of New Jersey (1) Middle States Working Committees (3) Search Committees (3) CALC (2) PALS committee (1) Men in Education Initiative with COE (2)		
	Staff retreat will produce action plan for FY'19 including, if needed, changes in practices and procedures.	Minutes of retreat will be shared with staff and Dr. Sarah Vandermark. Target: a retreat and mutually agreed upon FY'19 Action plan.	Staff members will receive retreat agenda before retreat and be prepared to answer specific goal related questions before the meeting begins.			

Outcomes Plan and Semester Report

Link to Strategic Plan: Goal and objective from strategic plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
Goal 2. 2 Advance students' social & personal development. **Strategy A and B**	90% of students will make satisfactory academic progress, as measured by a CGPA of a 2.0 and 67% credit completion rate. 30 students will be inducted into Chi Alpha Epsilon (XAE) during spring 2019	Counselors will monitor students' academic progress and credit completion. Utilize reports from student information management system, such as grade reports and counselor session statistics. XAE eligible roster and induction roster for spring 2019.	Review student transcripts, counseling reports, and student academic action plans. Counselors will increase student students' awareness of the benefits of accepting the invitation to be inducted by presenting it first during the Summer Academy and subsequently in OTC, group workshops and individual meetings. Acknowledge all students with 12 college credits earned and a 3.0 GPA each semester to encourage them to continue working toward induction.	82% of students ended SP19 making satisfactory academic progress	Increased external factors continue to impact students' academic performance	Connect students with additional services in the community.
Goal 4: Strengthen NJCU Identity, Brand, Reputation, and	Build relationships with a minimum of 5 external community organizations that	Document number of meetings with representatives from the	Ongoing communication with program			

Outcomes Plan and Semester Report

Link to Strategic Plan: Goal and objective from strategic plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
Connections with the Community **Objective 2:** Develop strong campus-community relationships. (Also meets Goal 2.2)	offer students opportunities to participate in summer enrichment programs and internships (i.e. American Needs You, Inroads, Stevens Mathematics Immersion Program, Seton Hall's Pre-legal Program).	5 external community organizations. Measure number of students who participate in these programs to identify baselines and identify goals to increase the participation rate each year.	representatives and eligible OSP students. Counselors will identify eligible students for each program and guide them through the application process.			
Goal 4.2	Increase number of OSP alumni listed in our alumni database to be able to identify alumni who are industry experts to serve as a resource to students.	Compare number of OSP alumni on database FY18 to FY19 to measure increase.	E-mail blasts, social media, and counselor-alumni contacts will all be utilized to obtain this information. OSP will also work closely with the Alumni Affairs to obtain updated contact information.	An additional 60 alumni forms were collected. Hosted 50th Anniversary Alumni Celebration Alumni served as workshop facilitators and keynote speakers	Alumni are eager to provide mentorship to current students.	Explore alumni highlights section for website.
Goal 2: Achieve Student Success: Academic,	Continue to build relationships with Career Planning and academic advisors to provide students with opportunities to	Track students' attendance to these events.	Explore liaison model to assign OSP designees to each college to work directly with faculty and	Identify OSP Counselors to serve as liaisons to colleges.	Assigned summer cohorts based on majors.	Schedule presentations at academic department meetings.

Outcomes Plan and Semester Report

Link to Strategic Plan: Goal and objective from strategic plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
Personal, and Social	attend graduate school and career fairs.		staff to build awareness of opportunities for students and address specific needs by discipline (i.e. are there resources to prepare students with intended education majors for Praxis Core?)	Developed partnership with COE to increase number of males from marginalized communities in education and co-sponsored educator networking session.	Student participants expressed an interest in similar programs.	Increase career/mentorship specific programming.
Objective 3: Increase retention and degree completion for all students. Strategy C & D Strategy B	Provide comprehensive support such as tutoring and supplemental instruction for students enrolled in developmental courses with the goal of completing all developmental courses by their 3rd semester. Tutoring will also be provided for gateway courses that delay students' entry into their majors to reduce time to graduation.	Track exit rates from developmental courses for each cohort. Of the students who consistently (defined as not missing more than 3 sessions for the semester) attend tutoring, 85% will receive a C or higher in the course they are being tutored in. 80% of students on academic probation will improve to satisfactory academic standing after	Counselors will review grades, tutoring attendance and evaluations, faculty feedback to track student persistence.	FTFT2013 cohort is projected to have a 54% 6 year graduation rate.		

Outcomes Plan and Semester Report

Link to Strategic Plan: Goal and objective from strategic plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
Goal 3: Enhance resources and University's capacity to achieve vision. **Objective 3:** Create a state-of the art campus to enhance the environment for teaching, learning, living, and working. **Strategy C:** Design and create administrative and student service spaces that enhance the student experience. **Strategy D:** Expand technology use to	Expand OSP office space to entire 2nd floor of Vodra Hall to create an environment that will provide counseling privacy and resources for an expanded population.	attending tutoring consistently for a year. Permanent placement in Vodra 203 in addition to 211.	Follow up on status for request for renovations.	No updates in status of capital expenditure request submitted for renovations in FY19.		
	All OSP counselors, the associate director and tutorial coordinator will learn to how to maximize the functions available on EAB for advising and reporting.	Target: By June 30, 2019, OSP counselors utilize features of the University's EAB Student Success platform to perform daily tasks including communication, data retrieval & cohort monitoring.	Staff will receive training specific to OSP's needs. Staff will assess process and make recommendations for further improvement to EAB & Dr. Sarah Vandermark.	EAB Manager facilitated training to OSP staff. OSP staff retreat hosted a working session to maximize usability of EAB.		
	Utilize social media to connect with students and share information.	Number of followers on Instagram and Facebook and level of activity measured from FY18 to FY19 to measure increase.	Continue to seek feedback from current students to determine the best platforms that will reach them.	Activity on Instagram has increased significantly.	Students have expressed satisfaction with having platform to celebrate their accomplishments. This has contributed to a culture where the community celebrates	Continue to seek student feedback to increase usability of social media platforms.

Outcomes Plan and Semester Report

Link to Strategic Plan: Goal and objective from strategic plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
facilitate academic and administrative excellence.					individual accomplishments.	

Area: PROFESSIONAL EDUCATION AND LIFELONG LEARNING

Link to Strategic Plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
Goal 1: Enhance academic excellence Objective 4: Design and enact transformative graduate experiences that develop future leaders and scholars.	Move the New Pathways to Teaching in New Jersey Alternate Route program completely online	We will work closely with the academic director of New Pathways, Dr. Muriel Rand, and ensure that all four semesters of the program are 100% online.	Work with the Department of Online Learning, Registrar and faculty to ensure everyone is included in the communication about moving New Pathways 100% online.	During the 2018-2019 academic year, this outcome was achieved and New Pathways is now 100% online.	Since over 90% of New Pathways candidates teach full-time, the move to an online format allowed students to complete the program on a more flexible schedule.	We will work with the Department of Online Learning to improve the instructional design and online support related to each section of New Pathways.
Goal 2: Enhance resources and the University's capacity to achieve vision. Objective 2: enhance and diversity revenue streams	PELL will launch three new non-credit programs either on-line or in-person	We will identify potential partners and work through the agreements required to launch a new program on a monthly basis.	Identify relevant alumni, faculty or community partners, interested in launching a new non-credit program.	During the 2018-2019 academic year we launch three new programs: 1)Community Music School 2)Walking Tours and 3)Public Safety	There is a need to offer and develop new non-credit programs that serve currently underserved populations.	We will continue to identify new non-credit programs and have three additional opportunities currently pending.
Goal 3: Enhance resources and university's capacity to achieve mission Objective 2: Enhance revenue streams	$1.3 million in PELL unit gross revenue for all non-credit classes	We will track gross revenue at the end of each quarter to measure progress	Completely redesigned web site Enhanced collaboration efforts Introduced new courses	During the 2018-2019 academic year we had a gross revenue of $1.3 million	With New Pathways moving online and the introduction of new non-credit programs, PELL serves a key role in enhancing revenue streams for the university	We will continue to look for new ways to market the many different programs we offer.
Goal 4: Strengthen NJCU identify, brand, reputation, and connections with the community	Establish 10 new relationships with community members.	We will monitor the number of community partnerships throughout the year.	Launched customized training program Pursue collaborative research agreements	During the 2018-2019 academic year we maintained over 300 strategic partnerships with school districts,	As PELL continues to enhance its spectrum of offerings we continue to partner with relevant	We continue to look for new opportunity to expand our community network throughout the year.

Link to Strategic Plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
Objective Develop strong campus community relations			Leverage already established community relationships	local companies, non-profit organizations, and various other organizations who partner with PELL.	members of the community.	

Submitted by Michael Edmondson, Ph.D., Dean, Professional Education and Lifelong Learning on July 23, 2019

New Jersey City University
Division of Academic Affairs

Outcomes Plan and Semester Report

Department/Program/College:	Office of Research, Grants and Sponsored Programs		Academic Year:	2018-19
Prepared by:	Dr. Ashok Vaseashta, Executive Director – ORGSP and Research Compliance		Date:	08/02/2019

Link to Strategic Plan: Goal and objective from strategic plan	**Outcome:** Defined in observable, measurable language	**Assessment/Measures and Target Performance Levels:** The method used gather evidence/data	**Strategies to Achieve Target Performance Level**	**Result:** Data results	**Analysis:** Interpretation of meaning of data results	**Action Plan:** Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
Goal 1: Enhance Academic Excellence **Objective 1**: Advance faculty excellence in teaching, scholarship, and service. **Objective 3:** Develop and implement a signature NJCU undergraduate experience that develops lifelong learners. **Objective 4:** Design and enact transformative graduate experiences that develop future leaders and scholars.	1. To provide resources, guidance, and support to campus wide faculty supporting their individual research through competitive funding processes. Evidence shows that including research in curriculum (RE: CUR) enhances retention and graduation. Furthermore, inclusion of research is likely to their disciplines and connecting research towards the development of new programs and eventually success of the NJCU students. G1, O1, O3. 2. To provide guidance in developing Research Experience for Undergraduate (REU) grant proposals, as a resource to develop lifelong learners. This approach will also provide pathways for some innovative courses and programs. G1, O3. 3. Objective 4 is more applied to doctoral students in Education Technology and Professional Security Studies. Changes in Institutional Review Board procedure and guidance will be helpful in their studies and applicable for their leadership and/or scholarly roles. G1, O4	1. Measurement rubric - Increase Y2Y number of submitted grant proposals by faculty, more specifically new faculty. **Strategic Caveat:** New time and effort policy is being articulated. If implemented, it will assist with compliance and more release time for faculty working on grants. **Strategic caveat:** There is mismatch in expectation, assigned responsibilities, and available resources. **Operational caveat**: Most university require that faculty are required to submit at least 2 grant proposals/year. The idea has been proposed but it is yet to be implemented. If implemented, it will lead to a significant increase in research grant activity on campus. **Operational caveat**: There is large delay in processing requests with the office of CFO. This puts office in out of compliance mode. 2. Measurement rubric - Increase of REU efforts on campus, leading to development of new and innovative courses on campus. **Caveat**: Mentioned as above. 3. Measurement Rubric – Increase in overall external grant funding. Caveat: Stated as above. 4. Measurement Rubric – Increase in y2y funding using new and innovative funding mechanisms. Caveat: Stated as above.	1. Conducted a workshop (May 2018) inviting funding agencies to the campus. The highlight of the conference was One-on-one interaction, learning requirements of the government, whom to contact, and a lot of guidance. Over 200 persons attended the meeting. 2. ORGSP is scheduling "Research Day on Campus" in November 2019. ORGSP plans to engage invited speakers from NASA, NSF and NAS on campus along with an updated format. 3. Frequently informing faculty of funding opportunities from various funding sources. 4. Reorganize office of grants and sponsored programs to provide efficient, streamlined, and consistent support that is consistent with federal guidelines. Put more emphasis on compliance to enhance probability of success. 5. Write Policy and Procedure manual – all to provide clear, concise and transparent guidelines to faculty. 6. Communicate directly with faculty about new and innovative funding opportunities, such as contract mechanism and private partnership.	From the Office of Research Grants and Sponsored Programs, overall funding from competitive, discretionary and foundation-based grant activity is as follows: • Total portfolio: $12M. • 2018-19 Amount: $4.2M. • Total faculty/staff effort: 26 applications. • Funding applied for $5.5M. The largest increase in funding is in discretionary grants. In addition to increasing discretionary grant activity, the primary objective remains to enhance competitive grant activity by new faculty and research active faculty.	The emphasis is to encourage faculty to submit more competitive grants. Discretionary grants are typically submitted at the institutional level. Using strategic methodologies, the office intends to enhance NJCU's research platform. Engaging in the state-of-the-art research has direct consequence in excellence in teaching, scholarship and service, including retention and graduation. The data also shows that a policy must be instituted to promote research activity on campus. A combination of approaches, viz. implementation of time/effort policy (allowing faculty time to conduct research) and mandatory requirement of grant proposal submission, as part of tenure/ promotion portfolio, will be needed to get to the next stage. It is further proposed that ORGSP be expanded in authority to apply for larger institutional grants.	Actions: Staff the ORGSP with pre and post award coordinators. Conduct Research Day on Campus at least once a semester. Engage external speakers and invite funding agencies on campus. Informing faculty of funding opportunities from various sources. Subscription to several databases to stay current with funding opportunities. Continue to bring ORGSP in compliance in terms of IRB, Bio-Safety, Time/effort policies, adherence to forms, and other compliance related issues to provide efficient, streamlined, and consistent support that is consistent with federal guidelines. Put more emphasis on compliance to enhance probability of success. Write Policy and Procedure manual – all to provide clear, concise and transparent guidelines to faculty. Communicate directly with faculty about new and innovative funding opportunities, such as contract mechanism and private partnership.

Outcomes Plan and Semester Report

Link to Strategic Plan: Goal and objective from strategic plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
GOAL 2 Achieve student success: academic, personal, and social **Objective 1:** Graduate academically accomplished individuals with expertise in their discipline and in the university-wide outcomes of critical thinking, written and oral communication, quantitative literacy, information and technology literacy, and responsible citizenship in a culturally complex world. **Objective 2:** Advance students' social and personal development. **Objective 3:** Increase retention and degree completion for all students. **Objective 4:** Enroll a diverse student body that will succeed at NJCU and beyond.	There is direct evidence of strong linkage between **research activities of a University faculty with the student outcomes of critical thinking, written and oral communication, quantitative literacy, digital and technology literacy, and responsible citizenship.** By developing these critical resources, ORGSP aims to link the outcome with student success, viz: academic, personal and social. These **outcomes are also directly linked to retention and degree completion**. By enhancing diversity (such as student population, ideas, disciplines, etc.) as broad impact statement, ORGSP aims to increase funding stream. This includes funding mechanisms specifically designed for minority – including female, physically challenged, veterans, and other federally classified minority designation.	1. Measurement rubric - Increase Y2Y in number of submitted grant proposals by faculty (more specifically new and research active faculty) and staff – including administrators. 2. Measurement Rubric – Increase in overall external grant funding by faculty designed for minority engagement, and also by minority faculty designed to enhance diversity and inclusion on campus. 3. Measurement Rubric – Increase in overall external grant funding. Poll faculty using research in their core curriculum and link retention and graduation Y2Y. 4. Measurement Rubric – Increase in Y2Y funding using new and innovative funding mechanisms. Poll faculty for diversity.	1. Conduct Research Day on Campus. Engage external speakers and invite funding agencies on campus. 2. Frequently informing faculty of funding opportunities from various sources. 3. Reorganize and staff ORGSP to provide efficient, streamlined, and consistent support that is consistent with federal guidelines. Put more emphasis on compliance to enhance probability of success. 4. Write/update Policies and Procedure manual – all to provide clear, concise and transparent guidelines to faculty. 5. Communicate directly with faculty about new and innovative funding opportunities, such as contract mechanism and private partnership. 6. Enhance diversity in grantsman-ship and target opportunities especially engaging minority faculty participation.	A distribution of total intellectual property submitted during 2018-19 cycle are listed below. 6 Foundation 2 Contracts 9 Competitive 4 Sub-awards 5 Discretionary • Total portfolio: $12M. • 2018-19 Amount: $4.2M • Total faculty/staff effort: 26 applications. • Funding applied for $5.5M.	Some of the new strategies need to be implemented to reach the next stage, viz. 1. Implementation of time/effort policy. 2. Implementing mandatory grant submission policy. 3. Incentivizing faculty/staff for intellectual accomplishments. 4. Database of Faculty Research Expertise. 5. Development of new policies and procedures. 6. Updating IRB (done, including of CITI). 7. Developing IACUC. 8. Developing ORI policies - were developed recently and are being revised before the new academic year. It is anticipated that with implementation of new strategies, policies and procedures and developing national and international collaborations will be beneficial to the university to meet our strategic plan. 9. Squaring mismatch of expectation, resources and assigned responsibilities. Expanding scope of ORGSP to be able to submit institutional grants.	Actions planned for the 2019-20 AY. 1. More focused grants writing workshops. 2. Gathering of more information – since research interest at NJCU are diverse. 3. Subscription to several databases for information. 4. Developing research collaborations and partnerships. 5. Encouraging faculty to engage more students in research. 6. Developing research activities which will be integrated with curriculum. 7. Seeking private-partnership to engage students in research. This will provide students with internship opportunities and is consistent with Universities strategic plan for experiential learning.

Outcomes Plan and Semester Report

Link to Strategic Plan: Goal and objective from strategic plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
GOAL 3: Enhance resources and the university's capacity To achieve vision **Objective 1:** Enhance and diversify revenue streams.	One of the sources of non-tuition-based revenue for Universities is from grants/contracts/sub-awards. To enhance non-tuition-based resource for NJCU, ORGSP tracks, targets, and tags funding stream generated and comperes Y2Y as an observable and measurable outcome. This is	1. Measurement rubric - Increase (year to year – Y2Y) in number of submitted grant proposals by faculty, more specifically new and research faculty. 2. Measurement Rubric – Increase in overall external grant funding by faculty designed for minority engagement, and also by minority faculty designed to enhance diversity and inclusion on campus. 3. Measurement Rubric – Increase in overall external grant funding. 4. Measurement Rubric – Increase in y2y funding using new and innovative funding mechanisms.	1. Periodically conduct Research Day on campus (once/semester). Engage external speakers and invite funding agencies on campus. 2. Frequently inform faculty of funding opportunities from various sources. 3. Reorganize and staff ORGSP to provide efficient, streamlined, and consistent support that is consistent with federal guidelines. Put more emphasis on compliance to enhance probability of success. 4. Update Policies and Procedure manual – all to provide clear, concise and transparent guidelines to faculty. 5. Communicate directly with faculty about new and innovative funding opportunities, such as contract mechanism and private partnership. 6. Enhance diversity in grantsman-ship and target opportunities especially engaging minority faculty participation.	Office of Research Grants and Sponsored Programs aims to enhance non-tuition-based revenue from grants/ contracts/sub-awards. AY 2019-20 competitive grants were submitted as Foundations (since several Foundations accept competitive grant proposals – such as Bill Melinda Gates, Robert J Wood Foundation, Johnson & Johnson, Mockingbird …). Since early this year, international outreach for research grants was initiated. Research collaboration with Moldova, Israel, Romania, Turkey, and Bulgaria were initiated. MOUs are pending. This will allow opportunity for NJCU to expand to ESF and H2020 – both European platforms for research funding.	Since the inception of this new strategy, limited grants were submitted as we await response. It is anticipated that to meet strategic plan to enhance resources and the University's capacity to achieve vision, extending NJCU's outreach to Foundations (both CONUS and OCONUS), research agencies (CONUS and OCONUS), and private partnerships is likely to enhance NJCU's non-tuition-based revenue, positively impacting scholarship on campus.	Due to enhanced competition in research grants, it is critical that we seek strategic ways to support scholarship on campus. The methods that will be taken for continuous improvement, as provided in results and analysis, are: Outreach to Foundations (both CONUS and OCONUS) Research agencies (CONUS and OCONUS) Private partnerships Travel is necessary and is anticipated for several meetings to network with funders – both CONUS and OCONUS.

Outcomes Plan and Semester Report

Link to Strategic Plan: Goal and objective from strategic plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis

GOAL 4: Strengthen NJCU identity, brand, reputation, And connections with the community
 	
Objective 1: Re-imagine and implement a new public image of NJCU as a diverse urban university of distinction.
	In addition to teaching excellence, to strengthen NJCU identity, brand, and reputation, ORGSP aims to enhance research footprint by engaging faculty with new research directions, ideas, and providing them with resources necessary to succeed. Success of ORGSP is measured normally by number of grants proposals submitted in a given year. In fact, the success of ORGSP depends on new research directions, indirect impact on new programs, students succeeding in higher education, and number of scholarly publications. With new appointment of the Executive Director, OGSP, the indirect outcomes will also be measured to generate a composite outcome.	1. Measurement rubric - Increase (year to year – Y2Y) in number of submitted grant proposals by faculty, more specifically new and research active faculty.
		2. Measurement Rubric – Increase in overall external grant funding by faculty designed for minority engagement, and also by minority faculty designed to enhance diversity and inclusion on campus.
		3. Measurement Rubric – Increase in overall external grant funding.
		4. Measurement Rubric – Increase in Y2Y funding using new and innovative funding mechanisms.
			1. Periodically conduct Research Day an NJCU . Engage external speakers and invite funding agencies on campus.
			2. Frequently inform faculty of funding opportunities from various sources.
			3. Reorganize and staff ORGSP to provide efficient, streamlined, and consistent support that is consistent with federal guidelines. Put more emphasis on compliance to enhance probability of success.
			4. Write Policies and Procedure manual – all to provide clear, concise and transparent guidelines to faculty.
			5. Communicate directly with faculty about new and innovative funding opportunities, such as contract mechanism and private partnership.
			6. Enhance diversity in grantsman -ship and target opportunities especially engaging minority faculty participation.
				The number of competitive grants submitted during 2017-18 cycle are listed below.
				
				6 Foundation
				2 Contracts
				9 Competitive
				4 Sub-awards
				5 Discretionary
				
				• Total portfolio: $12M.
				• 2018-19 Amount: $4.2M
				• Total faculty/staff effort: 26 applications.
				• Funding applied for $5.5M.
				
				Most of the grants were prepared to enhance minority participation as a means to achieve and enhance diversity and inclusion.
				
				To meet NJCU's strategic plan – Strengthen NJCU identity, brand, reputation and connection with community – it is anticipated that by enhancing competitive research grants, we can strengthen NJCU's identity. An effort to gather a list of scholarly publications resulting from such grants is another way to strengthen identity and reputation. By strengthening identity and brand – directly impacts positively community engagement.
					There is a finite improvement in research and scholarship. Some of the new initiatives will take some time for successful implementation.
					Provided there is enough staff, the ORGSP intends to gather information on publications by faculty/staff resulting from grants. This will ne another indicator of NJCU identity brand, and reputation.
					Most research platforms such as Google scholar, Researchgate, and Academia.edu have university impact factor. ORGSP will start listing NJCU impact factor from such portals.
						Actions mentioned earlier – such as
						
						1. Conducting research Day at NJCU.
						2. Dissemination of research opportunities
						3. Outreach to:
						   1. Foundations (both CONUS and OCONUS)
						   2. Research agencies (CONUS and OCONUS)
						4. Private partnerships
						5. Working with faculty to integrate research in their curriculum
						6. Engaging students in research.
						
						A combination of all of these measures will be necessary to meet goals and objectives to strengthen NJCU identity, brand, reputation and community engagement.

Area: Office of Specialized Services and Supplemental Instruction (OSS/SI)   Year: 2018-2019

Link to Strategic Plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
Strategic Plan Goal 2 Achieve Student Success: Academic, Personal, and Social	**Goal 1:** Improve the availability of note taking support to students with disabilities who require note taking assistance as a reasonable accommodation by offering Sonocent software to 25 students.	**Measures:** In the Fall 2018 semester, 25 students will be invited to utilize Sonocent software instead of shared notes. 90% of all students who require note taking assistance will report satisfaction with the quality of notes they receive.	**Strategies:** Students utilizing Sonocent Software will respond to a brief series of questions to monitor their use and satisfaction with Sonocent.	In the Fall 2018 semester, 13 students utilized Sonocent software and 60 students utilized shared notes. In the Spring 2019 semester, 22 students utilized Sonocent and 54 students utilized shared notes. Of the 22 students who utilized Sonocent in the Spring 2019 semester, 6 responded to the survey. All 6 stated that the note taking app (Sonocent) helped them to learn better and that they would be interested in using the software in the future. No response was received from students who utilized shared notes in the Spring 2019 semester. Emails were sent and phone calls were also made.	The majority of continuing students preferred the use of shared notes, although we did see an increase in usage of Sonocent from 13 students in the fall to 22 in the spring. Survey results showed that 82% of students were satisfied with the timeliness of having a note taker assigned, 77% of students were satisfied with the timeliness of receipt of notes, and 78% reported satisfaction with the overall quality of notes received in the fall semester. A score of 3 or higher on a 5-point scale indicated satisfaction. Students reported requesting note takers for between 1 and 5 courses, with an average of 3.4 courses. 50% of students received all note-takers requested. Of the 60 students who requested shared notes, 22 responded to the survey in the Fall 2018 semester.	A capital request was submitted for FY20 to purchase a 5-year license for Sonocent Software (25 users per year).
Strategic Plan Goal 2 Achieve Student Success: Academic, Personal, and Social	**Goal 2:** Increase course success and the number of Supplemental Instruction (SI) sessions attended by students enrolled in gatekeeper Biology and Chemistry courses.	**Measures:** Students attending 10 or more SI sessions in gatekeeper Biology and Chemistry courses will achieve a higher average course grade than students attending 4 or less sessions.	**Strategies:** EAB will be utilized throughout the semester to remind/notify/encourage students to attend SI sessions.	Students who attended 4 or less sessions in the Fall 2018 semester, received a final average grade of 2.4. Students attending 10 or more SI sessions, received a final average grade of 2.95. In the Spring 2019 semester, students who attended 4 or fewer SI sessions received an average grade of 2.27. While students attending 10 or more sessions, received a final average grade of 3.17.	Students who took advantage of the scheduled SI Sessions and regularly attended these sessions had a 24% higher grade than those who attended 4 or fewer sessions. EAB and Blackboard were used to remind students to attend scheduled SI sessions.	Actions will be taken to increase awareness of SI including expanding our presence on social media, and implementing a new marketing campaign focused on the impact of SI on students' grades. The introduction of the role of SI Mentor, will increase exposure of the program and availability of SI sessions, while increasing attendance.

Link to Strategic Plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
Strategic Plan Goal 2 Achieve Student Success: Academic, Personal, and Social	**Goal 3**: Provide Supplemental Instruction in developmental math courses.	**Measures:** 75% of students who attend 10 or more SI sessions for the Developmental Algebra course will achieve a passing grade.	**Strategies:** Schedule SI sessions for 18 sections of Developmental Algebra courses.	In the Fall 2018 semester, 92% of students who attended 10 or more SI sessions achieved a passing grade. In the Spring 2019 semester, 82% of students who attended 10 or more SI sessions achieved a passing grade.	Attendance at Math SI sessions, provided an opportunity to review exercises presented in class. The impact of SI is reflected in the percentage of students receiving a passing grade.	We will continue to offer SI in all sections of Math 96/106 and Math 98. Students will be registered for SI when they register for classes. This practice will avoid potential conflicts enabling students to attend the SI sessions attached to the sections of math courses in which they are enrolled.
Strategic Plan Goal 2 Achieve Student Success: Academic, Personal, and Social	**Goal 4**: Increase the number of trained SILs with a specialization in Mathematics. Seven students will be trained.	**Measures:** Seven students will be recruited and trained in the UMKC SI model.	**Strategies:** Additional strategies with a focus on math content will be added to the SI Training Workshop.	Eight students were recruited and attended/trained at SIL workshops. During this training, active learning strategies were demonstrated and rehearsed. The One minute paper, Jeopardy, Boardwork, and Math vocabulary strategies were incorporated in the training.	An increase in Supplemental Instruction math courses led to recruiting, interviewing, and training additional SILs. The fall and winter training workshops enabled us to hire SILs to cover all sections of Math 96/106 and Math 98.	We will be training and hiring three SI mentors to assist new SILs in the Fall 2019 semester.

Area: Director for Student Success Initiatives,
Jessica Accurso-Salguero, Ph.D.

2018-2019

Link to Strategic Plan	Assessment/Measures and Target Performance Levels:	Strategies to Achieve Target Performance Level	Result:	Analysis:	Action Plan:
Goal 1: Freshmen Welcome Days: Re-imagine the Freshmen Experience when student comes for Placement test. **Goal 2:** Develop sustainability model for ASCEND Summer Bridge Program **Goal 3:** Grew the Peer Advisor Liaisons (PALS) program (I founded in 2016) **Goal 4:** National Student Exchange **Goal 5:** Facilitate/strengthen cross-divisional collaboration	1) Student Satisfaction Surveys after each freshmen placement test day 2) Increase retention and campus engagement 3) Increased the amount of students seen at UAC by 15% 4) Doubled both our incoming and outgoing students 5) Registration Drives • Events with Foundation/Donors • Outreach to OTC classes	1) Students who attend a freshmen welcome day receive a survey both in email and text 2) Tutoring Center for ASCEND. -Workshops -Hands on help with both financial aid and enrollment. 3) Academic advisors created reports through EAB SSC campus platform. Students provided outreach. Students welcoming students as they enter UAC. Peer to peer advisement 4) Performed a targeted campaign as well as information sessions for all students. 5) Coordinated outreach with key student support offices cross divisionally	1) 75% of students respond. 95% of students are happy with their experience. 2) 85% of our students were active in tutoring sessions, attended workshops and are enrolled this Fall 2019 3) More student centric. More students visit UAC. 4) Doubled our students. Increased student awareness throughout campus.	1) Students feel comfortable and express a sense of belonging through survey. 2) Students have expressed the sense of support and continue to return. Students have returned to volunteer and /or work for the program. Retention has increased as a result of the resources provided. 3) There was an increase in the number of students who are receiving services from our office. 4) Increasing awareness, workshops and building	1) We will continue to provide students with a hands on experience. Enhance with food and NJCU folders. 2) Continue to communicate with students through one on one, tutoring sessions, workshops, and EAB 3) Continue to have PALs create comfortable, student centric experiences. As well, to provide excellent academic advising experience 4) Embed in OTC curriculum. Grow marketing material, Information sessions, and website 5) Continue to strengthen cross-divisional collaboration Continue and increase registration drives

Area: Director for Student Success Initiatives,
Jessica Accurso-Salguero, Ph.D.   2018-2019

Link to Strategic Plan	Assessment/Measures and Target Performance Levels:	Strategies to Achieve Target Performance Level	Result:	Analysis:	Action Plan:
	• SOAR outreach with Residence Halls and Athletics		5) Assisted 430 students at Fall University Wide Registration Drives	relationships with other institutions will continue to increase our numbers. 5) Students respond well to the "one stop shop" registration drive. Student centric initiative	

Area: Director for Student Success Initiatives,
Jessica Accurso-Salguero, Ph.D.   2018-2019

Link to Strategic Plan	Assessment/Measures and Target Performance Levels:	Strategies to Achieve Target Performance Level	Result:	Analysis:	Action Plan:

Area: University Advisement Center   Year: 2018-2019

Link to Strategic Plan	Outcome:	Assessment/Measures and Target Performance Levels:	Strategies to Achieve Target Performance Level	Result:	Analysis:	Action Plan:
Goal 1: Utilize best practices to provide proactive and intrusive advising to ensure the retention rate meets or exceeds the University's fall-to-spring retention rate for spring 2019 Semester.		1) Utilization rate of the EAB SSC platform to advise students	1) Academic Advisors have trained and are expected to utilize EAB with each advising appointment	1) All Academic Advisors are utilizing EAB to track appointments and walk in students: Appointments: 2,405 Walk in: 10,570	1) Academic Advisors are utilizing the EAB platform for record keeping and academic advisement purposes	1) Academic Advisors will continue to utilize the EAB platform
		2) Number of target population contacted through EAB SSC Campus platform	2) Academic Advisors contacted each student through email and text communications	2) August 2018 to July 2019: Total emails: 46,886 Total texts: 97,904 September 2017 to July 2018: Total emails: 24,831 Total texts: 32,116	2) Academic Advisors are utilizing EAB to communicate with students, an increase was shown in texts communications	2) Continuing to communicate with students through EAB
Goal 2. Achieve student success: Academic, personal, and social. Objective 3. Increase Retention and Degree Completion for All Students. **Strategy C.** Develop a vigorous and integrated program of career exploration, advisement, and mentoring so that		3) Number of students advised through EAB SSC Campus platform	3) Academic advisors created reports through EAB SSC campus platform	3) August 2018 to July 2019: a total of 14,881 advising reports September 2017 to June 2018: a total of 11, 916 advising reports *There was a 20% increase in advising reports.*	3) There was an increase in the number of students who are receiving services from our office.	3) Continue to provide excellent academic advising experience as well as tracking students' progress by cohort.

Link to Strategic Plan	Outcome:	Assessment/Measures and Target Performance Levels:	Strategies to Achieve Target Performance Level	Result:	Analysis:	Action Plan:
students declare majors, and identify minors and concentrations early in their academic careers, thus broadening expertise and career opportunities		4) Number of students that registered at Registration Drives for the academic year	4) Academic Advisors collaborated with Financial Aid, Transfer Resource Center and Bursar to aid the process of registration for Fall 2018 and Spring 2019 semesters	4) Registration Drive: Fall 2018: 131 students registered Spring 2019: 159 students registered	4) Due to this collaborative effort 290 students registered for the following semester	4) Academic Advisors will continue to offer Registration Drives in order to remove obstacles and aid retention numbers
		5) Number of completed graduation clearance by the School of Business advisors	5) School Business advisors were trained in graduation clearance and	5) Graduation Clearance completed: Fall 2018: 92 Winter 2019:2 Spring 2019: 268 Summer 2019: 106 Total= 468	5) School of Business had a smooth graduation clearance process completed in a timely manner	5) Expand graduation clearance for other colleges at NJCU
		6) Number of Students registered for the Math Emporium	6) Coordinated outreach to enroll eligible students in the Math Emporium in collaboration with the Math department and Dean of Arts and Science	6) A total of 40 students were enrolled in the Math Emporium	6) Students are receptive to the outreach performed by the UAC advisors in June which lead to students participating in the program	6) UAC advisors will provide 3 study skills workshops to Math Emporium participants. As well as, collaborate with the appropriate departments in order to perform outreach to eligible students as soon as grades are posted in May.

Link to Strategic Plan	Outcome:	Assessment/Measures and Target Performance Levels:	Strategies to Achieve Target Performance Level	Result:	Analysis:	Action Plan:
		7) Percent of students' whose CGPA increased above a 2.00	7) UAC Collaborated with the ACES program which is a program designed to assist students in probation increase their CGPA	7) A total of 97 students participated in the program. 16% of students increased by CGPA above a 2.00 Average	7) By providing individualized attention and weekly follow up meetings, students learned different skills needed to raise their academic performance	7) UAC will continue to collaborate with the ACES program will continue to assist students in probation by integrating and streamlining services with other offices on campus.
		8) Early Alerts were sent out to NJCU faculty through EAB for Fall 2018	8) Collaborate with faculty in order to provide appropriate student support services to Fist time full time freshman students at risk	8) 70% response rate from faculty *There was a 4% increase response rate from faculty*	8) Faculty members provided valuable feedback for students' academic performance which allowed academic advisors to communicate with students at risk	8) UAC will continue to collaborate with faculty in filling out Early Alerts. Academic Advisors will perform outreach to students and provide additional resources and follow up with those students at risk.