**New Jersey City University Board of Trustees**
**Public Session Agenda**
**Gothic Lounge Room 202**

**June 24, 2024**
**5:30 PM**

**AGENDA**

I. Executive Session (3:00PM in Hepburn Room 317)
II. Public Session Roll Call (5:30 PM in Gothic Lounge/Hepburn 202)
III. Approval of May 2, 2024 Meeting Minutes
IV. Chair's Report
  a. Finance and Audit Committee Report
  b. Real Estate and Capital Committee Report
V. President's Report
  a. Academic Year 23-24 Review
  b. FY25 Budget Plan
VI. Public Comment
VII. Consent Agenda Items (Action Item)
  a. Personnel – New Hires, Reappointments, and Tenure
  b. Resolution Establishing Bachelor of Arts in Secondary Education
  c. Resolution Ratifying Merger for Department of Multicultural Leadership
  d. Resolution Ratifying Naming of the Children's Learning Center after Jo Anne Juncker
  e. Resolution Ratifying University Academic Standing Policy
  f. Resolution Ratifying University Grading Policy Update
  g. Resolution Ratifying New Board Committee Charters
VIII. Old Business
IX. New Business
X. Next Public Meeting – Thursday, July 11, 2024* (to convene in executive session)
XI. Adjournment

* FY25 Budget Meeting July 11, 2024

New Jersey City University
Board of Trustees Public Meeting
Date:  May 2, 2024
Time: 4:00pm
Location: Room 317 and Gothic Lounge

**Public Session Minutes**

**ATTENDING:**

Mr. Luke Visconti, Chair (In-Person)
Dr. Steven Chang (Zoom)
Dr. Irene Trowell-Harris (Zoom)
Dr. Edward Whittaker (Zoom)
Mr. Edward Fowlkes (Zoom)
Mr. David Valica – *Student Trustee*, *Non-Voting* (In-Person)
Ms. Ashley Pottinger – *Student Trustee, Voting Member* (In-Person)
Dr. Meriem Bendaoud – *Ex Officio* (In-Person)
Dr. Helen Dao – *Ex Officio* (Zoom)
Mr. Carlos Lejnieks (Zoom – left meeting at 5:30PM)
Mr. Peter Hernandez (In-Person)
Mr. Ralph Salermo (In-Person)
Mr. Andrés Acebo, Interim President – *Ex Officio* (In-Person)
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Ms. Monica de los Rios – *Secretary to the Board of Trustees and Interim University Counsel* (In-Person)
Mr. Henry Amoroso – *State Appointed Monitor* (In-Person)

**ABSENT:**

None
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The Public Meeting opened in Room 317 and was called to order by Ms. de los Rios at approximately 4:00pm. Upon completion of Executive Session, which began at approximately 4:20, the Public Meeting resumed at 6:04pm in the Gothic Lounge.

**NOTICE OF MEETING**

Ms. de los Rios noted that the time, date, location, and agenda for this meeting were mailed to the Jersey Journal, the Star-Ledger, Office of the Secretary of State, Senate Majority Office, Council of New Jersey State College Locals and the New Jersey Association of State Colleges and Universities on April 23, 2024. Notice of this meeting was also posted on the University's email system and website.

**APPROVAL OF MINUTES**

Mr. Visconti requested a motion to approve the Minutes from the December 4, 2023, Board Meeting. The motion was made by Chair Visconti and seconded by Ms. Pottinger. (Yes – Mr. Visconti, Dr. Chang, Dr.

Whittaker, Dr. Trowell-Harris, Mr. Fowlkes, Ms. Pottinger, Mr. Lejnieks, Mr. Hernandez; Mr. Salerno; No – None; Abstention – None; Absent – None). The motion passed.

**MOVE TO EXECUTIVE SESSION**

Mr. Visconti requested a motion to move to executive session. The motion was made by Mr. Salerno and seconded by Mr. Lejnieks. (Yes – Mr. Visconti, Dr. Chang, Dr. Whittaker, Dr. Trowell-Harris, Mr. Fowlkes, Ms. Pottinger, Mr. Lejnieks, Mr. Hernandez; Mr. Salerno; No – None; Abstention – None; Absent – none). The motion passed.

**BOARD CHAIR'S REPORT**

Chair Visconti welcomed recently appointed Board of Trustee member Ralph Salermo.

**PRESIDENT'S REPORT**
**UNIVERSITY UPDATE**

Interim President Acebo began by stating that NJCU is in far stronger shape than it was this time last year - and that is a consequence of, and the result of, the dedicated stewardship of stakeholders on campus, students that have been engaged and honored, as well as due to the commitment of board service and collaborative stewardship that has met the Institution's mission.

President Acebo explained that NJCU recently unveiled a refreshed mission for the Institution. The refreshed mission speaks in no uncertain terms about who the institution serves: a community of historically underserved and underrepresented individuals, first generation students and adult learners.

This is an institution that will soon be celebrating and entering its 2nd century of existence in the community.

President Acebo went on to state that the Institution's work has been recognized externally by way of an improved financial outlook. And while there is more work to do, the stability that has been cemented onto the campus by anchoring into community and mission, through shared governance and sound Labor Relations, NJCU has been able to bring about reforms academically and financially that are no easy feat to accomplish. NJCU has overhauled its general education curriculum, and is now as transfer-friendly as possible, and it also launched the Hudson County Community College Connect Program. It is anticipated this program will be replicated with other Community Colleges, such as Mercer and Middlesex.

NJCU is doing more with less - and will work with the State Monitor to change that. NJCU has changed its academic affairs unit and enrollment management saw significant gains. For the first time in more than six years, NJCU saw double digit new enrollment for graduate and undergraduate students, as well as transfer students. The institution is poised to weather the sometimes overstated "enrollment cliff". NJCU is leveraging its market and its regional focus.

Also, NJCU now has an academic master plan and a strategic enrollment plan that was unveiled a few weeks ago - and it has been published for some time. NJCU is also a public anchor institution, and it has an obligation to also be stewards of the community. To that end, NJCU has partnered with the Boys and Girls Club of Hudson County, as well as with the Jersey City chapter of the NAACP to mentor students in the community.

President Acebo closed his remarks by adding that he hopes to be boastful about these initiatives at the next Board of Trustees meeting in June 2024, and aims for a University culture of continuous improvement.

**STUDENT UPDATE**
**ASHLEY POTTINGER**

Ms. Pottinger introduced herself as a junior at NJCU, with a major in biology. She stated she serves as the Student Representative on the Board of Trustees and that serving in this capacity has been a privilege and a responsibility she approached with dedication. She stated she had the opportunity to represent the student body and advocate for their interests, concerns and needs at the highest level of decision making. She added it has been a humbling experience to be entrusted with such a crucial role and was grateful for the opportunity to contribute to the government and advancement of the institution. One of the highlights of her tenure was the opportunity to engage with fellow trustees, administrators, faculty, staff and community members. Public board meetings provided the platform for constructive dialogue, collaboration and decision making on matters of strategic importance to NJCU. Ms. Pottinger expressed her gratitude to President Acebo for his hard work, dedication and leadership throughout his tenure. She also stated that she was inspired by her fellow board members and the collective efforts to ensure the success and well-being of students. Also, the student leaders on campus have demonstrated exceptional dedication, passion and initiative making a profound impact on the university community from organizing events and initiatives to advocating for student interests and fostering a sense of belonging. Ms. Pottinger finished by stating she was proud of the progress that has been made as an Institution and the positive impact made on the lives of students – and also recognized there are areas for improvement.

**CFO UPDATE**
**BRIAN FITZPATRICK**

CFO Fitzpatrick began by stating that NJCU has had a good year and has done some amazing things. Items discussed included:

- Decarbonization Grant
- Energy Audit
- Fixing the Chiller
- Tuition increase (between 0 and 3.5%)
- Stabilization Funding
- Absorbing Cost of Books

**See** Attachment 1.

**PROVOST UPDATE**
**DONNA BREAULT**

Dr. Breault provided a detailed overview of the University's academic master plan and shared governance and community engaged development of the key performance indicators and institutional goals. **See Attachment 2.**

**Action Items:**

The Chair called for a motion to pass the following resolutions by unanimous consent:

- Resolution Ratifying Academic Department Merger and Renaming
- Resolution Authorizing Certificate in Behavioral Management
- Resolution Authorizing Conferral of Degrees
- Resolution Ratifying Conferral of Honorary Degree
- Resolution Awarding Professor Emeritus Designations

The motion was made by Mr. Salermo and seconded by Mr. Whittaker.  (Yes – Mr. Visconti, Dr. Chang, Dr. Whittaker, Dr. Trowell-Harris, Mr. Fowlkes, Ms. Pottinger, Mr. Hernandez; Mr. Salerno; No – None; Abstention – None; Absent – none). The motion passed.

The Chair called for a motion to pass the last resolutions:

- Resolution Reauthorizing the West Campus Housing LLC Budget (2023)
- Resolution Reauthorizing the West Campus Housing LLC Budget (2024)
- Resolution Authorizing the Red Bull Arena Commencement Contract

The motion was made by Mr. Whittaker and seconded by Mr. Salermo (Yes – Mr. Visconti, Dr. Chang, Dr. Whittaker, Dr. Trowell-Harris, Mr. Fowlkes, Ms. Pottinger, Mr. Hernandez; Mr. Salerno; No – None; Abstention – None; Absent – none). The motion passed.

**PUBLIC COMMENT**

1. *Dr. Joe Moscowitz*

Mr. Moscowitz stated there is trust in the administration and applauded having student and faculty representation.  He also stated that he hopes for other opportunities to speak with the State Monitor directly.

Also, Mr. Moscowitz read into the record a statement by Dr. Bill Calathes, incoming local union president, stating his concern over a merger and how that will impact students and the University.  He also stated that certain real estate transactions have left the institution financially distressed.  Nevertheless, solace has been found in the administration and President Acebo's resilience and how they have navigated out of the financial issues.  Also, the union has stood steadfast to safeguard the University's faculty and staff, and nevertheless stressed prioritizing jobs.

2. *Dr. Gloria Boseman*

Ms. Bozman stated that she had not planned on attending the meeting but she is present because she is committed to representing her community.

She also expressed concern over the nursing program.  She addressed the new academic plan and stated she is going to read it, but is concerned she only saw two (2) nursing programs addressed therein.  She went on to address the significant future need for nurses.

3. _Dr. Barbara Hildner_

Dr. Hildner welcomed the newest board member and expressed thankfulness over Chair Visconti's leadership.

Dr. Hildner traced the early beginnings of the University in the days of the Depression and how it survived and opened a nursing program.  Over time, the population grew, and the school became a valued University.  She further stated that NJCU is recovering and will continue to recover, and hopes it remains independent.

She addressed the Union's consultant, that addressed the State Monitor's report, and suggested the consultant's response be explored and addressed.

**Next Meeting**

The next meeting will be held on June 24, 2024.  The Board moved to reconvene on June 24, 2024 in executive session first in accordance with New Jersey law.

**Adjournment**

The meeting was adjourned at approximately 7:15PM.

# FY 2025 Proposed Tuition & Fees

April 15, 2024

NJCU has changed the budget process timing.  The final budget will not be submitted to the Board of Trustees for final approval until July 2024.

This change is necessary for the University to know what level of funding is being provided from the State of New Jersey to support our students at NJCU.

To ensure that all students have access to and can afford the textbooks required for all classes, the cost of all textbooks is included in the cost of tuition.

| | FY24 | FY25 Potential | FY25 Potential | FY25 Potential | FY25 Potential |
|---|---|---|---|---|---|
| | Flat | 1.0% Increase | 2.0% Increase | 3.0% Increase | 3.5% Increase |
| | In-state | In-state | In-state | In-state | In-state |
| **Undergraduate Tuition** | | | | | |
| Tuition Per Credit | $ 459.53 | $ 464.13 | $ 468.72 | $ 473.32 | $ 475.61 |
| Tuition Per Semester | $ 6,892.95 | $ 6,961.88 | $ 7,030.81 | $ 7,099.74 | 7,134.20 |
| | | | | | |
| **Accelerated Nursing** | | | | | |
| Tuition Per Semester | $ 12,085.45 | $ 12,206.30 | $ 12,327.16 | $ 12,448.01 | $ 12,508.44 |
| Nursing Fee Per Semester | 1,384.06 | 1,397.90 | 1,411.74 | 1,425.58 | 1,432.50 |
| | | | | | |
| **Graduate On-site & Online** | | | | | |
| Tuition Per Credit | $ 821.63 | $ 829.85 | $ 838.06 | $ 846.28 | $ 850.39 |
| | | | | | |
| **DSc. Security Studies** | | | | | |
| Tuition Per Credit | $ 1,184.35 | $ 1,196.19 | $ 1,208.04 | $ 1,219.88 | $ 1,225.80 |
| Tuition Per Semester | 7,105.82 | 7,177.16 | 7,248.22 | 7,319.28 | 7,354.52 |
| Program Fee Per Credit | 117.68 | 118.86 | 120.03 | 121.21 | 121.80 |
| Program Fee Per Semester | 706.01 | 713.07 | 720.13 | 727.19 | 730.72 |

| | FY24 | FY25 Potential | FY25 Potential | FY25 Potential | FY25 Potential |
|---|---|---|---|---|---|
| | Flat | 1.0% Increase | 2.0% Increase | 3.0% Increase | 3.5% Increase |
| | In-state | In-state | In-state | In-state | In-state |
| **Ed.D. Educational Technology Leadership** | | | | | |
| Tuition Per Credit | $ 1,184.35 | $ 1,196.19 | $ 1,208.04 | $ 1,219.88 | $ 1,225.80 |
| Tuition Per Semester | 7,105.82 | 7,177.16 | 7,248.22 | 7,319.28 | 7,354.52 |
| Program Fee Per Credit | 117.68 | 118.86 | 120.03 | 121.21 | 121.80 |
| Program Fee Per Semester | 706.01 | 713.07 | 720.13 | 727.19 | 730.72 |
| | | | | | |
| **Mandatory Fees** | | | | 6.38 | 6.40 |
| Student Activity Fee Per Credit | 3.09 | 6.25 | 6.31 | 6.38 | 6.41 |
| Student Activity Fee Per Semester | 92.85 | 93.78 | 94.71 | 95.64 | 96.10 |
| | | | | | |
| **Housing** | | | | | |
| West Campus Village - Double | $ 5,657.38 | $ 5,713.95 | $ 5,770.53 | $ 5,827.10 | $ 5,855.39 |
| West Campus Village - Single | 6,272.19 | 6,334.91 | 6,397.63 | 6,460.36 | 6,491.72 |
| Vodra - Double | $ 4,806.34 | 5,713.95 | 5,770.53 | 5,827.10 | 4,974.56 |
| Vodra - Single | 5,657.38 | 6,334.91 | 6,397.63 | 6,460.36 | 5,855.39 |
| | | | | | |
| **Meal Plans** | | | | | |
| Gothic Meal Plan | $ 2,479.62 | $ 2,504.42 | $ 2,529.21 | $ 2,554.01 | $ 2,566.41 |
| | | | | | |

# MISSION & VISION

## MISSION

New Jersey City University empowers its students through a highly accessible, equity-driven, and transformative education. An NJCU education focuses on students' personal, professional, and civic development to facilitate their socio-economic mobility. We uplift our diverse community of students, including historically underserved and underrepresented, first-generation, and adult learners.

## VISION

We aim to inspire intellectual curiosity, nurture conscious citizenship and community engagement, and uplift our community through teaching, research, and service by dedicated and supportive faculty, staff, and partnerships that create opportunity.

## NJCU
### NEW JERSEY CITY UNIVERSITY

# MISIÓN & VISIÓN

New Jersey City University empodera a sus estudiantes a través de una educación altamente accesible, impulsada por la equidad y transformativa. La educación en NJCU se enfoca en el desarrollo personal, profesional y cívico de los estudiantes para facilitar su movilidad socioeconómica. Elevamos a nuestra diversa comunidad de estudiantes, incluyendo a aquellos históricamente desatendidos y subrepresentados, estudiantes de primera generación y estudiantes adultos.

## VISIÓN

Aspiramos a inspirar la curiosidad intelectual, fomentar la ciudadanía consciente y el compromiso comunitario, y elevar a nuestra comunidad a través de la enseñanza, la investigación y el servicio por parte de un profesorado, personal y socios solidarios que crean oportunidades.

## NJCU
### NEW JERSEY CITY UNIVERSITY

# ACADEMIC MASTER PLAN

## 2024-2028

NJCU

NEW JERSEY CITY UNIVERSITY

## TABLE OF CONTENTS

## EXECUTIVE SUMMARY

- The Academic Master Plan was developed by hundreds of members of the university community coming together over one semester to articulate guidelines for New Jersey City University (NJCU)'s academic portfolio.

- The plan is one of three documents reflecting the university's strategic plan: Academic Master Plan, Strategic Enrollment Plan, and Strategic Plan for Student Development and Community Engagement.

- The plans serve as a basis for budget planning for the institution.

- The plan addresses more than the formal curriculum. It includes goals that address the shared lived experiences of the university community.

- Three guiding principles drove the development of the plan's goals: mission, market, and margins.

- Currently, NJCU maintains 143 for-credit programs: 59 undergraduate, 31 graduate, two (2) doctoral, 27 minors, 23 certificates, and one (1) specialized program.

- The university's most common undergraduate majors include business, health professions, homeland security, and psychology.

- The university's most common graduate majors include education, business, health professions, and homeland security.

- The university made substantial revisions to its general education curriculum and is now the most transfer-friendly public university in New Jersey.

- NJCU serves the most racially and ethnically diverse student population of any four-year public institution in New Jersey.

- NJCU serves the largest percentage of first-generation students when compared to other four-year public universities in the state.

- The plan's goals emphasize the need to prepare our students for successful careers upon graduation.

- The plan's goals also emphasize the need to invest in resources to support student success for retention and program completion.

ACADEMIC MASTER PLAN PROCESS

1. SURVEY
2. A-SYNCHRONOUS TOWN HALL
3. GALLERY WALK
4. WORKSHOP
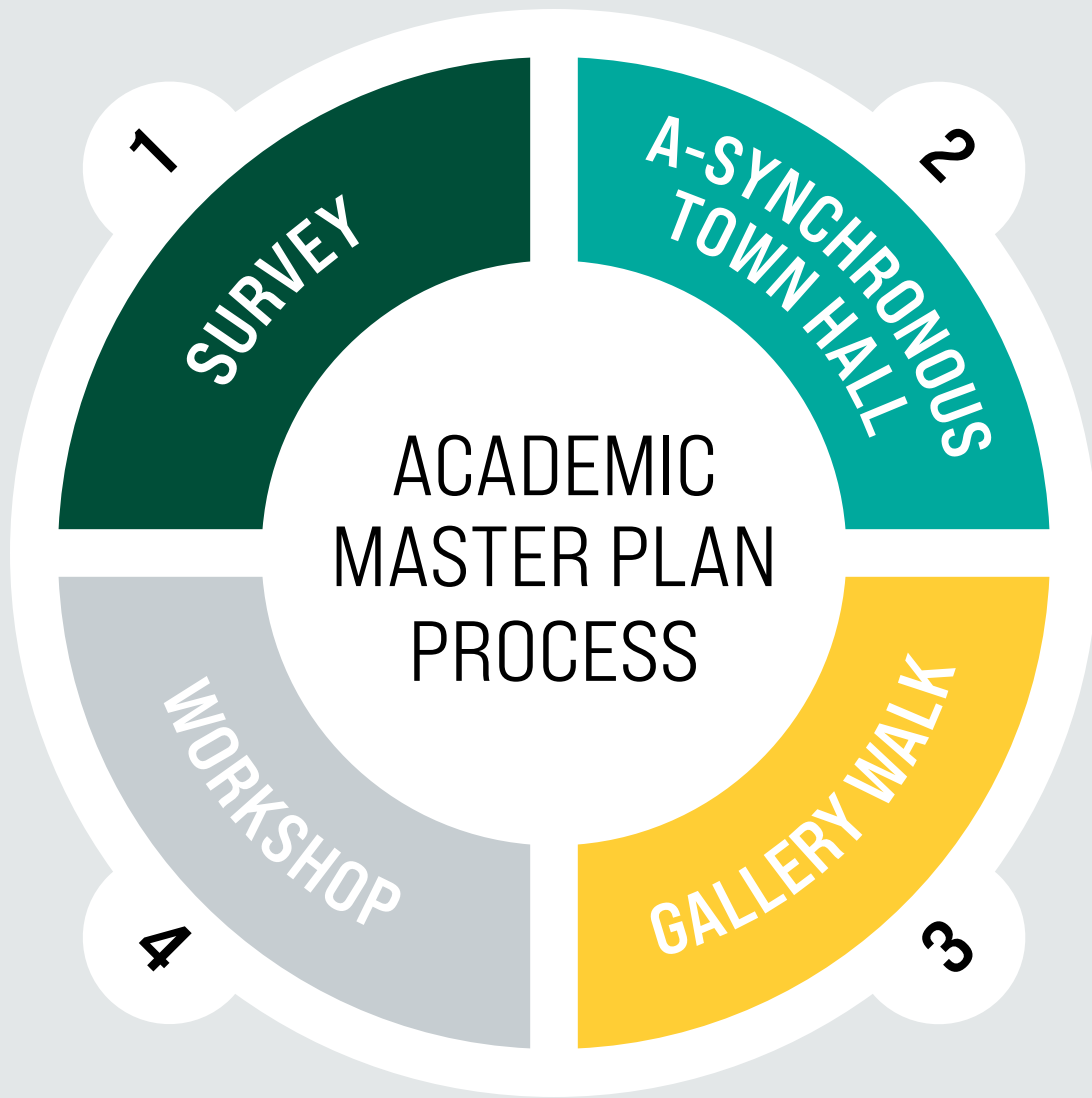
## THE PROCESS

**The process to develop our Academic Master Plan took place over the course of the Fall of 2023. The Academic Master Plan's goals were identified according to the results of the Mission Refresh Survey conducted in the Spring semester of 2023. The university community was then invited to complete a survey responding to the degree of priority for each of the goals as well as an opportunity to provide an open-ended response to each goal. Ninety participants completed the survey, and most of those responding ranked all goals as either highest or high priority.**

The results of the survey were shared with the university community, and all community members were invited to participate in an asynchronous town hall. Community members had two weeks to provide comments, discussion, and documents on a Padlet addressing each of the goals. Community members provided over 350 comments in the asynchronous town hall. These results were published and shared with the community in preparation for the third step, the Gallery Walk.

From October 24th through October 27th, community members were invited to the Gothic Lounge where they had access to chart paper identifying each goal in the Academic Master Plan. During the first two days, participants were given Post-it notes and asked to contribute possible key performance indicators for each goal based upon the results of the survey and the asynchronous town hall. During the second two days, community members were given dot stickers and asked to prioritize the key performance indicators identified during the first two days. The results of the Gallery Walk were recorded and shared with the community members during the fourth step in the process, the Academic Master Plan Workshop.

More than 90 community members including faculty, staff, students, alumni, and business partners came together on Thursday, November 9th, to write the Academic Master Plan. During the half-day workshop, participants reviewed the results of the survey, asynchronous town hall, and gallery walk. They identified key organizational actions (KOAs) and key performance indicators (KPIs). They also identified strategies to achieve the KOAs and KPIs and the individuals responsible for the outcomes and financial implications of the plan.

With the plan developed, the costs to implement the plan were extracted and reviewed by a team of stakeholders including the following: the president, provost, CFO, deans, assistant provosts, and key faculty and staff members. The committee reviewed expenses for FY25 and subsequent fiscal years to determine which elements of the plan were operational and which were aspirational. For parts of the plan that were identified as aspirational, additional measures will be taken to seek grant funding.

## MESSAGE FROM THE PRESIDENT

**A Mission-Driven Approach**

At NJCU, our work, every day, is proudly anchored and tethered to a mission and a remarkable community—a mission of mobility and of empowering a socioeconomically diverse population and historically underserved and marginalized people. This is our promise, and a pillar of our commitment to being one of the public anchor institutions in Hudson County and our surrounding communities.

As our university unveils its first comprehensive Academic Master Plan, we continue to deliver on that promise. Our Academic Master Plan will drive our mission with intention.

Our Academic Master Plan builds upon the framework outlined in Spring 2023 in our *Recovery & Revitalization Plan*, which outlines the essential focal points for long-term financial sustainability, mission focus, and student success.

Together, we have revitalized the University's mission so that it that enrolls, retains, and graduates more students, with a deliberate and primary focus of driving the highest level of equitable access to a four-year degree for the State's most underserved and promising populations. We will emphasize that NJCU's central teaching and learning mission will focus on offering quality academic programs that are relevant to the needs of Jersey City, Hudson County, and the State to bring the promise of economic mobility within reach for thousands of individuals and their families every year.

I am appreciative of the dedication and commitment of our university community and stakeholders whose work led to the development of this *Academic Master Plan*. Our work in this pivotal area did not begin with the unveiling of this document. Rather, it has been grounded in deliberate and collaborate efforts over the course of the last year, including an overhaul of our academic portfolio and the most substantial revisions to our general education curriculum in decades, which has resulted in NJCU becoming the most transfer-friendly public institution in the state.

We will continue to fulfill the promise of a better life through access to higher education—a promise of meeting an extraordinary community where they are. At NJCU, you don't have to change your zip code to find your promise. The communities this institution has served for nearly a century deserve nothing less.

**Andrés Acebo**
*Interim President*

## MESSAGE FROM THE PROVOST

### A Promise

NJCU's Academic Master Plan is the cornerstone of the university's revitalization. It reflects our strong commitment to ensure that our work focuses on the institution's mission, strategic priorities, and core values. As the longest-standing Hispanic-serving institution in New Jersey, NJCU serves the most socioeconomically diverse students in the state. We are fully committed to ensuring that our students have every opportunity to thrive. Through this plan, we move forward with clear intention and urgency to respond to the changing landscape of higher education and the very real needs of our students and community.



### A Guide

This plan is a living document that guides future development of curricular and co-curricular programming. It also guides key decisions regarding university resources. Priorities are only real if they are explicitly reflected in our institutional budget. This document drives our decisions regarding our budget year-over-year. Further, the Academic Master Plan will serve as the foundation of our new program review process that will be developed during the Spring of 2024. The review process will reflect our commitment to continuous improvement that includes student success and retention and fiscal stewardship.

### A Testament

This plan was developed by the university community over one semester, the Fall of 2023. The process followed a challenging year of fiscal crisis. During the 2022/2023 academic year, NJCU reduced its academic portfolio by 34%, and this resulted in the loss of exceptional faculty and staff. Hundreds of community members, including faculty, staff, students, and external stakeholders, participated in the development of this plan. This document reflects the resiliency and determination of the NJCU community to come together and build the plan for the university's future.

**Donna Breault, Ph.D.**
*Provost and Senior Vice President*
*of Academic Affairs*

## MESSAGE FROM THE DEANS

NJCU is resolute and resilient, shaping a course towards a future defined by both purpose and service. As we chart our way, we are guided by a profound understanding of our identity with a steadfast and renewed commitment to our community which includes many low-income families. Our institution, the largest Hispanic-serving entity in the state, has been a beacon of hope for those seeking generational advancement, particularly in Hudson County, where most of our students herald from households with the lowest incomes in the state.

Our university's rallying cry, "enter to learn, exit to serve," echoes through our nearly 100-year long history. It reflects the central principle that has shaped the destiny of our graduates. Now, as we stabilize our finances, streamline our academic endeavors, and reimagine our purpose, we embark on a journey to better serve the diverse tapestry of students who call, and will call in the future, NJCU their academic home.

As we move forward with dedicated faculty, collaborative leadership, stringent financial controls, and a rededicated focus on our mission, we envision a future that places our students at the forefront. Our Academic Master Plan is not just a document; it is a testament to our commitment to educational excellence, justice, equity, and community service. The driving question that propels this master-plan process is simple yet profound: What kind of future does NJCU imagine for itself academically?

**Dr. Scott Mittman**

*Dean of the College of Arts and Science*

**Dr. Lourdes Sutton**
*Dean of the College of Education*

**Dr. Marvin Walker**
*Dean of the College of Professional Studies, and Acting Dean of the School of Business*

**Dr. Wanda Rutledge**
*Dean of Graduate Studies, Adult, and Continuing Education*

## MISSION AND VISION STATEMENTS

**Mission**

NJCU empowers its students through a highly accessible, equity-driven, and transformative education. An NJCU education focuses on students' personal, professional, and civic development to facilitate their socio-economic mobility. We uplift our diverse community of students, including historically underserved and underrepresented, first-generation, and adult learners.

**Vision**

We aim to inspire intellectual curiosity, nurture conscious citizenship and community engagement, and uplift our community through teaching, research, and service by dedicated and supportive faculty, staff, and partnerships that create opportunity.

## STRATEGIC PILLARS

**1 STUDENT SUCCESS & RETENTION**

**2 COMMUNITY ENGAGEMENT**

**3 CULTURE OF CONTINUOUS IMPROVEMENT**

**4 FINANCIAL STEWARDSHIP & RESPONSIBILITY**

## VALUES

**To Know**

- Academic excellence
- Knowledge and scholarship

**To Grow**

- Lifelong learning
- Discovery and growth
- Conscious citizenship
- Socioeconomic mobility
- Empowerment and freedom
- Leadership

**To Connect**

- Diversity, equity, and inclusion
- Accessibility
- Sustainability
- Innovation
- Civic engagement

## Guiding Principles for Academic Programming: Mission, Market, and Margins

Higher education cannot function within a vacuum. While this has always been the case, it is even more so as institutions face new challenges. Scholars have warned of the impending enrollment cliff with particularly dire warnings for schools in the Northeast (Copely & Douthett, 2020; Grawe, 2021; Harvey, 2021; Harvey, 2021; Schutte, 2023). This is particularly sobering when we consider how more than 50% of New Jersey's students leave the state to attend college. Based upon declining birth rate, scholars anticipate a minimum of a 10% decline in the undergraduate applicant pool in the next decade. This does not include additional trends that pose market challenges to universities.

Alternatives to college also pose a threat to universities. According to the U.S. Department of Education, the percentage of students planning to pursue non-degree micro-credentials increased from 34% to 47% between 2019 and 2022 (Spies, HolonIQ, 2023). In 2021, over 100 million learners pursued micro-credentials from a variety of providers—spending more than $10 billion dollars. Many of these micro-credentials are offered by agencies and corporations. Students now expect universities to incorporate micro-credentials into their programs to make them more competitive (Spies, HolonIQ, 2023).

With the declining enrollment and the new sources for faster and cheaper credentials, competition will increase. **In a 2019 survey**, 500 university leaders indicated that the biggest issue their institution would face in the next three to five years was competition with other universities. As noted in Bauld's (2023) assessment of increased competition, it is important to explore ways to collaborate with other state institutions instead of seeing them solely as competitors. NJCU set the example when sunsetting its Ed.D. in Community College Leadership in 2022 and building a partnership to help students complete their degrees through Rowan University's Ed.D. program. We are also collaborating with Hudson County Community College to use their services to support our students for whom English is a second language. We are committed to collaboration with state institutions to ensure all students and state institutions thrive.

With the changing landscape of higher education, we use three key principles to guide our efforts in academic programming: mission, market, and margins. As Cowen and Winston (2019) note, without a clear sense of purpose, universities cannot prioritize strategic initiatives. NJCU has a vital mission that is clearly tied to the community it serves, and so we set goals and strategies informed by our mission, and we make four distinctions in relation to that mission:

- **Mission Essential:** The absence of a program or initiative would clearly challenge or undermine the university's mission.
- **Mission Consistent:** Programs or initiatives are consistent with the university's mission, but their absence would not challenge or undermine the mission of the university.
- **Mission Adjacent:** programs or initiatives that are not explicitly aligned to the mission, but they do not detract from the mission and may serve entrepreneurial functions.
- **Mission Inconsistent:** Programs or initiatives that do not support the mission of the institution.

Second, we consider the **market** for our programs. This includes seeing our academic program in relation to other programs in the state or relevant market as well as the changing needs of the labor force. Finally, we consider the **margins** for programming costs. We believe it is important to understand the cost of programming and the value of investing in programming for the institution. Between 2008 and 2018, New Jersey's funding for universities declined by 22.6% when adjusted for inflation (Mitchell, Leachman, & Saenz, 2019). With limited funding, it is essential to base budget decisions on clear metrics and make strategic decisions to support the academic strengths and opportunities within our portfolio.
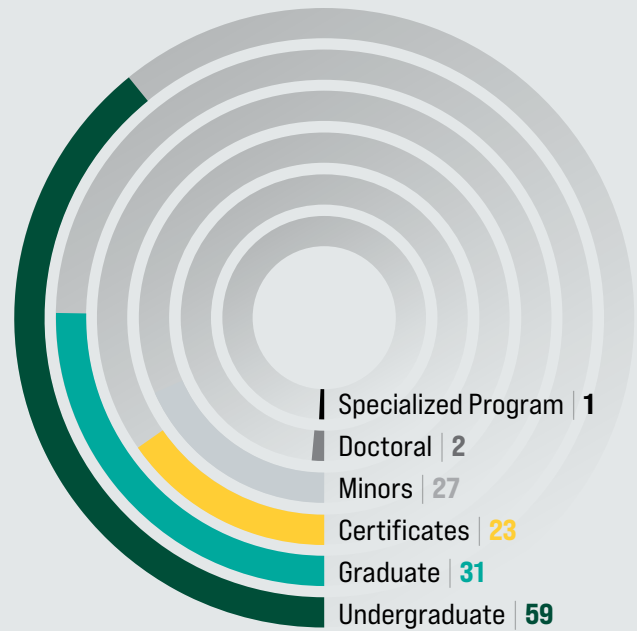
These three principles—mission, market, and margins—influenced the development of our strategic goals as well as the strategies and the key performance indicators we developed as part of our academic master plan. The framework continues to help us navigate the external forces that impact higher education as we address the needs and opportunities related to our academic portfolio.

## ACADEMIC PROGRAMS

### Undergraduate (59)

- Accounting, B.S.
- Accounting—Bridge Program to the M.S. in Accounting, B.S.
- Art—B.A. Degree, Specialization in Art Therapy
- Art—B.A. Degree, Specialization in Fine Arts and Crafts
- Art—B.A. Degree, Specialization in Graphic Arts and Design
- Art—BFA Degree, Concentration in Ceramics
- Art—BFA Degree, Concentration in Drawing/Painting
- Art—BFA Degree, Concentration in Graphic Design
- Art—BFA Degree, Concentration in Illustration
- Art—BFA Degree, Concentration in Photography
- Art—BFA Degree, Concentration in Printmaking
- Biochemistry, B.S.
- Biology—Medical Imaging Science Specialization, B.S.
- Biology—Medical Laboratory Science Joint-Degree Program, B.S.
- Biology Joint Degree and Dual-Degree Programs
- Biology, B.A./B.S.
- Business Analytics and Data Science, B.S.
- Business Information Systems, B.S.
- Chemistry, B.A./B.S.
- Computer Science, B.S.
- Criminal Justice, B.S.
- Cybersecurity, B.S.
- Elementary Education Co-major with K–6 Certification (With Major in Arts and Sciences)
- English—Creative Writing, B.A.
- English—Literature, B.A.
- English—Teacher Certification Elementary Education (K-6), B.A.
- English—Teacher Certification Secondary Education (K-12), B.A.
- Exercise Science, B.S.
- Finance, B.S.
- Fire Science, B.S.
- Global Business, B.S.
- Health Sciences—Public Health Education, B.S.
- History, B.A.
- History—Social Studies (Teacher Certification), B.A.
- Management, B.S.
- Marketing B.S. and Career Preparation
- Mathematics, B.A.
- Mathematics—Teacher Certification, B.A.
- Media Arts, B.A.
- Music—Music Business, B.A.
- Music—Musical Theatre, B.A.
- Music—No specialization, B.A.
- National Security Studies, B.S.

Legend (radial chart):

- Specialized Program | 1
- Doctoral | 2
- Minors | 27
- Certificates | 23
- Graduate | 31
- Undergraduate | 59

- Nursing—Accelerated Program (Second Degree), B.S.N.
- Performance—Classical - Instrumental (other than piano), B.M.
- Performance—Classical—Instrumental (other than piano), B.M.
- Performance—Classical—Instrumental (piano), B.M.
- Performance—Classical—Voice, B.M.
- Performance—Jazz Studies, B.M.
- Philosophy & Religion, B.A.
- Political Science, B.A.
- Psychology, B.A.
- Secondary Education with K-12 Certification (with major in Arts and Sciences)
- Sociology and Anthropology, B.A.
- Spanish, B.A.
- Spanish—Teacher Certification, B.A.
- Sports Management, B.S.
- Supply Chain, Logistics and Maritime Port Management, B.S.
- Women's and Gender Studies, B.A.

### Graduate Programs (31)

- Accounting, M.S.
- Accounting—B.S./M.S. Bridge Program in Accounting, M.S.
- Business Analytics and Data Science, M.S.
- Business Information Systems, M.S.
- Counseling—Clinical Mental Health Counseling Option, M.A.
- Counseling—School Counseling Option, M.A.
- Cybersecurity, M.S.
- Educational Psychology, M.A.
- Educational Technology, M.A.

- Educational Technology with a Concentration in School Library Media Specialist, M.A.
- Educational Technology for New Pathways Completers, M.A.
- Educational Technology with Stem Certificate, M.A.
- Elementary Education—Teacher Certification, MAT
- Financial Technology, M.S.
- Management Specialization: Health Care Management, MBA
- Management Specialization: Supply Chain and Maritime Port Management, MBA
- MBA, Business Analytics Specialization
- MBA, Finance Specialization
- MBA, Organizational Management and Leadership Specialization
- National Security Studies, M.S.
- Nursing with a Specialization in School Nursing, M.S.
- Performance—Multi-Style Strings, M.M.
- Performance—Classical Instrumental, M.M.
- Performance—Classical Vocal, M.M.
- Performance—Composition, M.M.
- Reading and Reading Specialist Certification, M.A.
- Secondary Education—Teacher Certification, MAT
- Special Education—Autism Specialization, MAT
- Special Education—Learning Disabilities Teacher Consultant Endorsement Eligibility, M.A.
- Special Education—Special Education with NPTNJ Program, MAT
- Special Education—Teacher of Students with Disabilities Endorsement Eligibility Program, MAT

### Doctoral Programs (2)
- D.Sc. Civil Security—Leadership, Management, and Policy
- Ed.D. in Educational Technology Leadership

### Minors (27)
- African & African-American Studies Minor
- Biology, Minor
- Business Analytics and Data Science Minor
- Chemistry, Minor
- Computer and Information Systems, Minor
- Computer Science, Minor
- Criminal Justice, Minor
- English—Creative Writing, Minor
- English—Literature, Minor
- Fire Science, Minor
- Fitness, Exercise and Sports, Minor
- Global Studies, Minor
- History, Minor
- Latin American, Caribbean and Latino Studies, Minor

- Mathematics, Minor
- Music, Minor
- Military Science, Minor
- National Security Studies, Minor
- Philosophy, Minor
- Political Science, Minor
- Pre-Law, Minor
- Professional Financial Planning, Minor
- Psychology, Minor
- Sexuality and Queer Studies, Minor
- Sociology, Minor
- Spanish, Minor
- Women's and Gender Studies, Minor

### Specialized Program (1)
- School Psychology, Professional Diploma

### Certificates (23)
- Assistive Technology, Specialist Certificate
- Big Data and National Security, Certificate
- Bilingual/Bicultural Education Certification
- Counseling-Play Therapy Certification
- Crime Scene Analysis, Certificate in
- Driver Education Certification
- Dual Endorsement Program: ESL and Bilingual/Bicultural Endorsements
- English as a Second Language Alternate Route
- English as a Second Language Certification
- Extremism and National Security, Certificate in
- Graduate School Nurse Certificate Program
- Intelligence Analysis, Certificate in
- International Security, Certificate in
- Loss Prevention
- New Jersey Certification for Driver Education
- New York Permanent Certification for Driver Education
- New York Provisional Certification for Driver Education
- Principal Certification Program
- School Psychology Certification
- Special Education—Learning Disabilities Teacher Consultant, Endorsement Eligibility Program
- Special Education—Teacher of Students with Disabilities Endorsement (TOSD) Eligibility Program
- STEM Certificate
- Supervisor (P-12) Certification

## MOST COMMON MAJORS

### UNDERGRADUATE MAJORS

**In 2022, 78% of the undergraduates who graduated majored in six key academic areas:**

| Academic Disciplines | Number of Graduates | Percentage of Graduates |
|---|---|---|
| Business, Management, Marketing | 262 | 22% |
| Health Professions | 246 | 20% |
| Homeland Security, Law Enforcement, Firefighting | 175 | 14% |
| Psychology | 138 | 11% |
| Biology | 79 | 7% |
| Computer & Information Science | 48 | 4% |

### GRADUATE DEGREES

| Academic Disciplines | Number of Graduates | Percentage of Graduates |
|---|---|---|
| Education | 228 | 52% |
| Business, Management, Marketing | 95 | 22% |
| Health Professions | 35 | 8% |
| Homeland Security, Law Enforcement, Firefighting | 31 | 7% |
| Psychology | 29 | 7% |
| Visual/Performing Arts | 23 | 5% |

### DOCTORAL DEGREES

| Academic Disciplines | Number of Graduates | Percentage of Graduates |
|---|---|---|
| Education | 25 | 89% |
| Homeland Security | 3 | 11% |

## GENERAL EDUCATION CURRICULUM

**As with all colleges and universities, general education provides a broader disciplinary context within which students can see and understand their majors. According to the Middle States Commission on Higher Education (MSCHE), general education introduces students to new intellectual experiences and ensures that students can demonstrate essential intellectual skills related to communication, reasoning, analysis, and literacy.**

However, for students to complete their degrees in a timely manner, access and ability to complete general education requirements are essential. This is particularly true of students who are transferring to NJCU.

According to **Monagham & Attewell**, losing credits when transferring to a four-year institution decreases the likelihood of graduation. **Kadlec & Gupta** concur. When students are forced to use transfer credits as electives, they struggle to complete their degrees in a timely manner. **Reeper & Grote** examine the factors that impact transfer student completion using a curricular complexity framework, and they identify obstacles that already exist for transfer students including the timing of the courses offered and the number of prerequisite courses that control what students can take in each semester.

The challenges faced by transfer students must be managed on top of those imposed by restrictive general education programs, and they often result in even more delays and a greater likelihood that students will not complete their degrees.

It is understandable that academic programs maintain prerequisites. As such, we know that our students have some restrictions on the courses they can take in a specific semester. By making our general education program more flexible, students can now complete those requirements in a more flexible fashion and with more choices. Further, they can get credit for coursework they have completed elsewhere so they have additional opportunities each semester to focus on their majors.

The general knowledge that students achieve from their general education curriculum—whether it is from NJCU or from a community college—becomes the foundation that helps students see their worlds in a larger context. It helps them to ascertain their needs more clearly and to see how knowledge and skills achieved through other disciplines strengthen their ability to ask bigger questions and to communicate more effectively. The sum intellectual total of knowledge, skills, and outcomes achieved through general education are not, as **Dewey** notes, "a fixed possession." Instead, they are "an agency and instrumentality for opening new fields (p. 90)." To that end, we have created as many ways as we can to achieve this broad disciplinary perspective so that we can help our students use that enlarged understanding to achieve their academic and professional goals.

The general education program reform developed by the General Education Committee **provides the opportunity for transfer students to progress to degree completion in a timely manner while maintaining academic standards. This creates an opportunity for reform which makes NJCU a state-wide leader as the most transfer-friendly public university in the state**.

The new general education curriculum allows every course on the approved New Jersey Council of County Colleges (NJCCC) list, including those without direct equivalencies, to be accepted at NJCU for general education credit. In an era where higher education must be willing to adapt and change, **NJCU has become the only four-year institution in New Jersey to do this**.

In *Child and the Curriculum*, Dewey argues that the child should be the center of gravity around which the curriculum evolves. The same can be said of our students. When the center of gravity influencing our curriculum decisions becomes something other than our students, then we fail to live up to our mission. Our students and our curriculum should be, as Dewey describes, "two limits which define a single process (p. 189)." We believe the new general education curriculum achieves this.

## WHO WE SERVE

As noted in our **Recovery and Revitalization Plan**, NJCU serves the most racially and ethnically diverse student population of any public four-year institution in New Jersey. While the average percentage of Hispanic students in New Jersey's public four-year institutions is 18%, 45% of NJCU's student population is Hispanic. Further, 20% of NJCU's students are Black while the average percentage of Black students in New Jersey's public four-year institutions is 12%. These statistics not only underscore our imperative commitment to serving the underserved but also illuminate the distinctive tapestry that defines our academic community. The predominant number of NJCU students proudly claim the title of first-generation scholars, emanating from households with incomes that set us apart as the institution championing generational advancement in Hudson County.

NJCU also serves the largest percentage of first-generation students when compared to other four-year public institutions, and the median annual income our students is $42,200.[1] Throughout this Academic Master Plan, the NJCU community had our unique and exceptional student population in mind as they identified key operational actions and key performance indicators with a specific focus on ensuring economic mobility.

1 **The Upshot: Economic diversity and student outcomes at New Jersey City University.** The New York Times. https://www.nytimes.com/interactive/projects/college-mobility/new-jersey-city-university.

## U.S. CENSUS DATA

|  | New Jersey | Hudson County | Jersey City | NJCU |
|---|---|---|---|---|
| Total Population | 9,288,994 | 724,854 | 292,449 | N/A |
| Black/African American | 1,219,770 | 79,498 | 58,103 | N/A |
| Black/African American % of Total | 13% | 11% | 20% | 20% |
| Hispanic/Latino | 2,002,575 | 293,019 | 72,777 | N/A |
| Hispanic/Latino % of Total | 22% | 40% | 25% | 45% |
| White, not Hispanic/Latino | 4,816,381 | 206,530 | 69,624 | N/A |
| White, not Hispanic/Latino % of Total | 52% | 28% | 24% | 18% |
| Median Household Income | $89,296 | $80,329 | $81,958 | $42,200 |

*Source: **www.census.gov***

## UNDERSTANDING THE PLAN

### A Vital Part of the Whole

The Academic Master Plan is one of three plans developed for NJCU's strategic planning. The Strategic Enrollment Plan was developed using the same process during the same period—Fall of 2023. In the Spring of 2024, the university committee will use the same process to develop a strategic plan for student development and community engagement.

### 10 Goals

The Academic Master Plan consists of 10 goals. The goals were formed based upon the three guiding principles of our strategic planning: mission, market, and margins.

### K.O.A.s and K.P.I.s

The Academic Master Plan operationalizes the 10 goals through two key measures: key organizational actions (K.O.A.s) and key performance indicators (K.P.I.s). In addition, the plan introduces strategies that we will use to achieve the key organizational actions.

<div style="background:yellow">**GOAL I**</div>

## PRIORITIZE ACADEMIC PROGRAMS THAT PROVIDE JOBS WHERE STUDENTS CAN USE THEIR DEGREES.

Research indicates a growing gap between the skills possessed by students and those demanded by the labor force. "To close the skills gap, national education systems must prioritize developing students' capabilities for lifelong success in the labor market, instead of the traditional emphasis on helping them get a job upon graduation." (Hoteit, L., Al-Hajjar, A., El Hachem, M., & Aouad, W., 2023)

To enhance the relevance and effectiveness of our academic offerings, NJCU is committed to prioritizing programs that directly align with the current job market. By focusing on academic programs that provide tangible career pathways, we aim to increase the employability of our students and contribute to their long-term success. This strategic approach involves continuous assessments to identify industries with high demand for skilled professionals, ensuring that our curriculum reflects real-world needs. We actively seek input from industry leaders, establish advisory boards, and cultivate strategic partnerships to stay informed of evolving trends. Additionally, we emphasize practical experiences, internships, and work-study opportunities within our programs, providing students with hands-on exposure to the professional environment. Through these efforts, we strive to create a learning environment where students can maximize the utility of their degrees, fostering satisfaction, success, and a strong connection between education and future employment.

### K.O.A.s

**I.a.** **Prioritize academic programs that provide opportunities with connectivity to campus.**

- Increase student leadership/work study initiatives by 5% annually.
- Increase the number of courses providing embedded tutoring by two courses per year.

**I.b.** **Prioritize academic programs that increase the number of students who continue toward graduate degrees.**

- Add a minimum of two additional bridge programs by 2028.
- Increase access to dedicated graduate advisors for key programs by ensuring a graduate advisor per college by 2024 and additional advisors based upon FTE by 2028.
- Increase graduate information and networking sessions per graduate program by 15% year-over-year.

**I.c.** **Prioritize academic programs that provide education on employment opportunities— "How to start your career."**

- Increase the number of programs with meaningful co-op and internship opportunities by 25% by 2028.[2]
- Increase the number of programs that have an advisory board that can help mentor students and advise programs on curriculum design by 25% by 2028.
- Increase cross-department and cross-program collaboration to provide a minimum of 10 events related to job opportunities (e.g. job fairs) annually.
- Provide employment opportunity data for professional programs by 2028.

**I.d.** **Prioritize academic programs that demonstrate measurable progress on teaching those student learning outcomes that are in most demand by employers as reported by the AAC&U survey on what skills employers most want.**

- Increase number of programs with programmatic goals that align with AAC&U's five competencies for workforce success: communication, teamwork, sales and customer service, leadership, problem solving and complex thinking.
- Increase number of workshops offered by CTL and others on revising curriculum and improving pedagogy in AAC&U's five workforce competencies.

### K.P.I.s

- Increased retention of students involved in internships, embedded tutoring, mentorship, and bridge programs.
- Decrease in D's, F's, and W's in courses where AAC&U's five competencies are emphasized.

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2  Career services will work with the Provost's office and key stakeholders to develop a rubric for substantive internship experiences. This instrument will be used in relation to this KPI.

## GOAL II

## EMPHASIZE CIVIC AND COMMUNITY ENGAGEMENT WITHIN ALL ACADEMIC DISCIPLINES.

The Carnegie Foundation defines community engagement as "collaboration between institutions of higher education and their larger communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity."

Universities and their community partners reinforce a shared commitment growth and success when they partner. Further, when academic programming includes community engagement, students can benefit from real-world applications that make a difference. They can see how their learning impacts those around them. Community-engaged learning also has a positive impact on faculty. Faculty engaged in community engaged learning become boundary spanners—building connections across organizations, agencies, institutions, and disciplines. In these roles, they focus on problem solving and facilitating relationships while they address gaps in student knowledge, community needs, and their own lines of inquiry (Purcell, Pearl, & Van Schyndel, 2020). As an institution anchored in Jersey City and Northern New Jersey, we believe community engagement is an essential part of our mission.

### K.O.A.s

**II.a.  Build curriculum emphasizing civic and community engagement.**

- Reestablish a faculty learning community for engagement by 2025.
- Increase external funding and support for Community-Engaged Leaning curriculum development efforts by at least $25,000 annually by 2028.
- Commission an internal self-study to investigate the combined efforts of community/civic engagement and other existing offices.

**II.b.  Build infrastructure for community engagement**

- Establish a center for community engagement charged with supporting academic program initiatives that have clear and measurable impact within the community.
- Build necessary "soft infrastructure" for community engagement: education about CEL, communication plan, etc.

### K.P.I.s

- Increase number of faculty participating in community engaged learning.
- Increase in number of students participating in community engagement.
- Increase in number and variety of courses with CEL designations.
- Increase retention of students participating in community engagement.

## GOAL III

### ENSURE A COMMUNITY OF CARE FOR ALL NJCU STUDENTS, INCLUDING FACULTY AND STAFF INVOLVEMENT IN STUDENT SUCCESS.

**We recognize that all students attending NJCU have social, emotional, physical, financial, and academic needs. To help students thrive, we must provide support in all these areas.**

Student success efforts cannot be limited to academic support alone. Similarly, student success initiatives cannot be siloed. It is essential to create and sustain an explicit culture of care that includes all university stakeholders. Further, we must always hold ourselves accountable regarding the culture of care we provide. This commitment requires us to focus on communication, connection, and empowering our community while recognizing the potential obstacles to care within our organization (Greenhough, Davies, & Bowlby, 2022).

**KOAs:**

**III.a.  Define, scope, and scale "community of care."**
- Create centralized apparatus for providing unduplicated in-person learner supports.
- Develop a robust campaign to increase awareness of "community of care" assets.
- Create apparatus for providing holistic support for faculty, staff, and administrators.
- Deploy resources that promote teaching and learning in the virtual, blended, experiential, and in-person environments.

**III.b.  Utilize, impact, and measure satisfaction with "culture of care" assets.**
- Measure participation, repeat participation, and varied participation in culture of care assets.
- Measure academic outcomes of individuals receiving/using support services.
- Measure satisfaction levels of individuals receiving and using support services.
- Include efficacy of outreach strategies in continuous assessment and improvement, including preferences for high-tech vs. high-touch strategies.

**KPIs**
- Increase use of community of care assets for learners by 5% in 2025, 10% in 2026 and 15% in 2027 and 2028.
- Reduce D's, F's, or W's for students who access learner supports.
- Increase in number of students accessing community of care assets.
- Increase retention for students accessing community of care assets.
- Increase the number of graduates employed by NJCU.

## GOAL IV

### ENSURE THAT PRINCIPLES OF JUSTICE, EQUITY, AND INCLUSION ARE TAUGHT AND APPLIED ACROSS ALL CURRICULAR AND CO-CURRICULAR PROGRAMS AND SERVICES.

NJCU's diversity is one of its most profound strengths. We recognize that students attending more diverse schools are more likely to develop sharper critical thinking capacities. They are also more likely to have more positive attitudes about people who are not like them (Chicas-Mosier, Fogelman, & Peretz, 2023).

When universities focus on justice, equity, and inclusion, they can enhance the academic environment, promote retention of students, faculty, and staff, and create a more inclusive culture (Williams & Clowney, 2007). At NJCU, we are committed to holding ourselves accountable in terms of an inclusive and just culture. This work includes identifying organizational and cultural obstacles to equity, justice, and inclusion (Malcom-Piquex & Bensimon, 2017). We strive toward a model of social justice leadership where we support the sense of community found at NJCU and continually examine how power structures, past practices, and policies may hinder these efforts (Brown, 2006).

### KOAs:

**IV.a.** Create a fully-funded and staffed office of Justice, Diversity, Equity, and Inclusion that leads cohesive and collaborative campus-wide efforts.

- Perform a national search for a DEI officer that can spearhead the development of the office.
- Develop training programs that will benefit the office of JDEI and the greater university community.

**IV.b.** Extend/replicate existing student success initiatives to allow more students to participate and increase retention and graduation rates.

- Identify existing successful student success initiatives and ensure options are available to all.

- Initiate a student needs assessment for support services.
- Revise policies relative to student success.
- Revise waitlist, registration, and scheduling policies to ensure sections are available to all students.
- Investigate and revise the university calendar, policies, and supports to ensure students of all faiths can participate and succeed.

**IV.c.** Adopt ongoing, interactive, DEI professional development for administration, faculty, and professional staff to create a positive shift in our campus climate and expand our knowledge base.

- Initiate JDEI division and hire directors for the LATI Center, Lee Hagan Center for Africana Studies, DACA, etc.
- Hire a University Chaplain to promote interfaith relations, address issues of campus life in a diverse community of various religious backgrounds, and provide educational support to faculty.
- Prepare all full-time faculty, staff, and adjunct faculty to adopt a strength-based lens in their approach to address belonging and representation through JDEI initiatives.

**IV.d.** Based upon JDEI professional development, create a model or template for JDEI instruction that begins at the course or program approval level and is applied in all curricular and co-curricular programming.

- Create a senate committee to incorporate DEI requirements in the course and program approval process.
- Identify student affairs administrators to restructure co-curricular programming according to JDEI guidelines.
- Enhance supports for LGBTQIA students.
- Enhance support for students with learning disabilities.

### KPIs

- Improve retention by race/ethnicity.
- Decrease D's, F's, & W's by race/ethnicity.
- Improve climate regarding race/ethnicity based upon results of climate survey.
- Improve climate regarding learning disabilities based upon results of climate survey.
- Improve climate regarding religious inclusion based upon results of climate survey.
- Number of individuals who complete key JDEI professional development opportunities, including the First Gen Initiative.

## GOAL V

### ENSURE THAT EVERY STUDENT CAN BE MENTORED THROUGH RESEARCH, INTERNSHIPS, OR OTHER EDUCATIONAL EXPERIENCES.

Experiential education encompasses a broad view of more traditional co-operative education assignments, internships or externships and is more a method of action-based training traditionally used in the workplace (Kolb, 2014; Murphy, Sahakyan, Yong-Yi, & Magnan, 2014).

Educators have adopted experiential eduction to teach adult students (Fenwick, 2000). Education researchers have identified the concept of experiential education, or experiential learning, as a system to improve civic and global engagement, increasingly important gaps in traditional education practices (Association of Experiential Education, 2012; Kolb, 2014). Educators facilitate learning by purposively including experiential eduction into course or programmatic design, encouraging after action reflection, and creating a collaborative learning environment.



**KOAs:**

**V.a.  Increase student participation in experiential education on and off campus.**

- Increase the number of pathways and means of financial support for students to participate in at least one experiential education opportunity.
- Implement required professional development/career preparedness course during first year to assist students with creating career paths and having a positive effect on retention and increasing internship participation.
- Identify a platform to track all co-curricular student involvement including internships and research experiences.

**V.b.  Increase faculty/alum participation/involvement in mentoring students in career preparedness.**

- Provide career development/mentoring workshops through the Center for Teaching and Learning.
- Increase the participation of alumni as professional mentors for students.
- Organize workshops/interactions between alumni and current students (professional networking events).

**V.c.  Improve accessibility to experiential education opportunities.**

- Maximize the Federal Work Study program to mirror professional opportunities.
- Identify staff and resources to increase utilization of Graduway mentoring platform.

**V.d.  Increase community partnerships**

- Develop MOU template related to affiliation agreements.
- Increase partnerships between NJCU and community partners including local businesses/companies.

**K.P.I.s**

- Increase participation in internships and research mentoring.
- Increase career planning and feelings of career preparedness as measured by survey.
- Increase number of business and community partners.

## GOAL VI

### ENSURE THAT ENVIRONMENTAL CONDITIONS ARE OPTIMIZED FOR TEACHING AND LEARNING.

The environmental conditions of NJCU's learning spaces are vital keys to student success. We recognize that our spaces should reflect our commitment to learning, collaboration, mentoring, and building community. The learning environment should promote communication, focus, problem solving, and risk taking. To do this, we must invest in effective lighting, temperature controls, and flexible furniture. We must also invest in programming and means of communication to impact the culture in addition to the physical spaces.

We also recognize that our learning spaces must reflect principles of the Universal Design for Learning (UDL). These principles include the following:

- Multiple means of engagement that include a range of strategies that provide student choices related to their interests.
- Multiple means of representation that acknowledge that students learn differently.
- Multiple means of action and expression where students can access information and demonstrate what they have learned in varied ways (Blackorby & Marino, 2020).

Our work related to this goal is, in many instances, aspirational as our capital needs are substantial. We are committed to making as much progress as possible regarding our physical spaces, programming, and communication systems to ensure a positive learning environment for years to come.

**KOAs:**

**VI.a.** Manage educational infrastructures (physical, facilities, technologies, and utilities) to achieve academic goals.

- Ensure that classrooms (lecture and laboratory) and other physical spaces (gyms, athletic fields, parking lots) are readily available, safe, and conducive to learning as educational spaces.
- Provide readily accessible in-person and remote technology and services for both staff and students to minimize class disruptions.
- Align environmental health and safety programs with academic and support service programs.

**VI.b.** Develop programs and resources to encourage partnerships and collaborations among students, faculty, staff, and community to support institutional commitments.

- Improve timely communication of both emergency and non-emergency concerns, including suggested solutions, and updates.
- Improve the maintenance request and campus concern reporting and action updating to ensure timely solutions and ongoing communication.
- Expand hours of service for repairs and access to food/student assistance.
- Develop programs that promote an open line of communication within departments, between the administration and employees, and between students, faculty, and staff.

**VI.c.** Improve our culture of care for students, faculty, and staff. Expand health, fitness, and wellness programs, facilities, and services to students, faculty, and staff.

- Improve our safety culture.
- Increase professional development activities and trainings for faculty and staff to build organizational leadership and ethics, job skills and knowledge, and service care for students.
- Improve accessibility of educational resources and services to all students including those with disabilities and medical conditions.

**KPIs:**

- Time to response for emergency and non-emergency concerns
- Classroom and office temperatures
- Percentage of time classrooms are accessible to all (e.g. elevators operational)
- Reduction of safety incidents

## GOAL VII

### ENSURE THAT CURRICULAR CONTENT AND DEGREE OFFERINGS ARE RESPONSIVE TO THE NEEDS OF THE LABOR MARKET.

Buckminster Fuller (1982) created the "Knowledge Doubling Curve"; he noticed that until 1900 human knowledge doubled approximately every century. By the end of World War II, knowledge was doubling every 25 years. Today, different types of knowledge have different rates of growth. David Schilling's article on Industry Tap in 2013 says that human knowledge on average is doubling every 13 months. According to IBM, the build out of the "internet of things" will lead to the doubling of knowledge every 12 hours.

Knowledge acceleration and the interplay between science and technology has led to discoveries that allow for longer life spans. Technology and the internet have been key factors driving globalization in recent years. This globalization has been a force leading to economic interdependency and lowering economic and cultural impediments to communication between countries worldwide.

These factors validate our view that the shelf life of new knowledge is getting shorter, people are living longer, and expanded populations of learners are seeking a college education. Building on a history of access to affordable learning throughout the lifecycle of a learner and their career, NJCU seeks to establish a model for academic and learner success that adapts to these changes to lead social and economic mobility and provide a diverse workforce for the future.

We will continue to provide access to high-quality, relevant education at every stage of life and career, identifying opportunities for collaboration and partnership with industry professionals throughout the state and region for real-life learning and working. To accomplish this, we will encourage experiential learning opportunities (including internships, research, and service projects) for every student.

In acknowledging that our learners need education that is practical and applicable to their lives, we will provide flexible undergraduate, graduate, and certificate programs accessible to them whenever and wherever they seek it over their lifetimes. We will welcome learners with prior learning credits and experiences and make transfers seamless from the perspective of the student, providing more relevant and affordable pathways to degrees and careers.

We will measure our success by when our graduates are shown to be continually integrated into the university throughout their lifecycle and are clearly succeeding in ways that work for all—they are graduating at high rates, and having designed careers of their choosing, working in high-impact jobs that provide prosperity and fulfillment.

### KOAs

**VII.a. Ensure students are career ready.**

- Review and revise Orientation to College to include career readiness.
- Provide all students access to career coaches.
- Track and advise students about career-related needs.

**VII.b. Incorporate external industry stakeholders in the program review process.**

- Establish criteria for review.
- Adopt basic competencies for technical and soft skills across disciplines.

**VII.c. Explicitly connect liberal arts education to career readiness.**

- Adopt a common language between higher education and the labor market.
- Incorporate the common language into program development and review.

**VII.d. Update cooperative education/internship program.**

- Allow students to have experiences earlier in their program.
- Allow students to have more than one experience.
- Track outcomes.

**VII.e.** Track learning outcomes related to career readiness.

- Collect data regarding job placement rates.
- Implement graduation exit surveys and post-graduation surveys.
- Collect employer feedback.

**VII.f.** Provide faculty professional development on best practices for keeping the curriculum current and relevant to the labor market.

- Provide professional development related to experiential and project-based learning.
- Create opportunities for faculty to share best practices.
- Involve industry representatives in the development of professional development.

**VII.g.** Support lifecycle learning for undergraduate, graduate, and non-credit students.

- Promote policy and process for prior-learning credits.
- Incorporate micro-credentials in degree programs.
- Increase the number of non-credit to credit conversion opportunities at both the undergraduate and graduate level.

### KPIs:

- Pre and post assessments in OTC and pre-graduation related to career readiness.
- Increased number of programs using industry stakeholder feedback in curriculum revision process.
- Increased use of prior-learning credits.
- Increased micro-credential programs.
- Increased non-credit to credit conversions.

### GOAL VIII

## STRENGTHEN AND DEVELOP ACADEMIC PROGRAMMING THAT DEMONSTRABLY PROVIDES OPPORTUNITIES FOR STUDENTS TO ATTAIN ECONOMIC MOBILITY.

The AAC&U's national survey of employer views on higher education asks, "[w]hat do graduates need to know and be able to do in order to succeed in the workplaces of today and tomorrow, and how does a college education enable or contribute to the development of a shared knowledge base and skill set?" (Finley, 2020, p.iii). The most recent update to the survey continues to show that employers overwhelmingly believe that a higher education prepares students for the workforce, with 80% of employers either agreeing fully or somewhat (Finely, 2023, p.7). While the most sought-after skills and mindsets change from one survey to the next, employers consistently rank as very important the following skills: "oral and written communication, critical and creative thinking, complex problem-solving, teamwork and the ability to work with diverse others, and digital literacy and data analysis" (Finley, 2023, p.2).

While economies and industries are changing in unpredictable ways, employers will continue to seek employees with certain skills sets. At NJCU, we will prepare students to succeed by providing them those skills that are essential to their ability to adapt in a workforce that is changing quickly by intentionally introducing, reinforcing, and ensuring mastery of them throughout the undergraduate experience. We will ensure that written communication skills are introduced in an updated English composition sequence, reinforced throughout the major and General Education program, and finally mastered in both General Education capstones and upper-level major courses. More globally, we will develop new academic programs and revise existing ones to ensure that each major and minor program, taken together with the General Education program, ensures that students develop a core group of skills most desired by employers.

Additionally, employers prefer for students to attain a micro-credentials as part of their degree, in comparison to just micro-credential alone or a degree without a micro-credential (Finley, 2023, pp.26-29). Responding to this new and rapidly emerging market trend, NJCU will intentionally develop and incorporate micro-credentials into our academic programming, micro-credentials that will be earned in either traditional degree credit courses, or micro-credentials that earn degree credit outside traditional degree credit courses.

We will measure our success in continual assessment of student learning, the number and variety of micro-credentials we offer, and the impact we have on our students' economic mobility as measured by organizations like CollegeNet's Social Mobility Index, which ranked NJCU in 2023 first in N.J. and 10th in the nation for improving students' upward economic mobility. (**https://socialmobilityindex.org**/)

**KOAs:**

**VIII.a. Enhance communication skills across all programming.**

- Revise English composition courses to provide more formative assessment and individualized support.
- Increase focus on communication skills across all majors.
- Include communication projects in upper-level courses where students demonstrate cumulative skill development.

**VIII.b. Provide career-enhancement and skill-building micro-credentials, minors, and certificates.**

- Identify career-enhancing skills applicable to undergraduate and graduate programs.
- Identify and select micro-credentials that support career-enhancing and skill-building opportunities.
- Determine appropriate programs/courses for inclusion of micro-credentials.
- Pilot inclusion of micro-credentials within appropriate programs.
- Evaluate the results of the micro-credential pilot.

**KPIs:**

- Increased pass rates in English composition.
- Measured improvements in communication competencies measured in capstone courses.
- Increased academic success and retention for students earning micro-credentials.

## GOAL IX

### INVEST IN ACADEMIC PROGRAMMING THAT YIELDS PERSISTENT AND HIGH LEVELS OF ENROLLMENT, RETENTION, STUDENT LEARNING, APPLICABLE LICENSING SCORES, AND CAREER PLACEMENT.

Continuous improvement drives our decision-making process. It will continue to inform how we invest our resources in order to drive student success. For every initiative aimed at increasing retention, enrollment, student learning, licensure, and career success, we are committed to recording metrics and using them to determine how we move forward. We recognize that every initiative we begin to support students comes at the exclusion of other possibilities, so we will continually strive to ensure that we have made thoughtful decisions regarding our resources.

We also recognize that this can be challenging when investing in institutional infrastructure. We may not see a clear link between technological systems and student success measures. In these instances, we will examine the degree to which the improvements in infrastructure enable us to focus more clearly on student success measures. If we can access better data using fewer human resources, then we are positioning ourselves to make better decisions and invest more of our budget in the initiatives themselves.

**KOAs:**

**IX.a.** **Improve student engagement and learning.**

- Create summer workshops equivalent to OSP that include all students.
- Offer additional support services to students who do not qualify for OSP (tutoring, counseling, volunteer opportunities, networking).
- Increase credit recovery opportunities.

**IX.b.** **Create a technical hub or center to enhance campus-wide technical capabilities.**

- Connect the hub to STEM programming to increase degree completion.
- Secure public/private partnerships to increase technology support.
- Obtain grant funding to increase technology resources.

**IX.c.** **Establish relationship managers to manage partnerships with other universities, students on campus, and private corporations to impact academic success and support career placement opportunities.**

**KPIs:**

- Increased academic success and retention of students participating in summer support programming.
- Increased access to key data points to better serve students.
- Increased academic success and retention of students using support services (tutoring, writing center, career center).
- Increase academic success and retention of students using credit recovery opportunities.

## ENSURE LONG-TERM FINANCIAL SUSTAINABILITY OF THE ACADEMIC PORTFOLIO.

The long-term sustainability of NJCU's academic portfolio depends upon development of a structured and uniform program evaluation process that is then implemented with fidelity. The program evaluation process will include reliable mechanisms for identifying program delivery costs and assessing academic effectiveness. These data will then inform marketing plan development and resource allocation.

### KOAs

**X.a.** Identify and regularly evaluate the holistic costs of delivery of every academic program.

- Develop a committee to create a uniform template, rubric, report outline, and completion timeline that incorporates all relevant data points.
- Have the reports reviewed within department and cross-reviewed with an external department. Revise based upon internal and external feedback.
- Review the cost/revenue determination process every three years.

**X.b.** Develop a program evaluation process that measures academic effectiveness every three years.

- Analyze the areas where we will need further enhancements for the collection of data for program review.
- Attend to potential redundancies among program offerings.
- Attend to potential redundancies among course offerings, develop shared curriculum across programs, reduce single section courses, and develop more cost-effective ways to deliver multi-section courses.
- Attend to necessary digital technology developments to ensure programs stay current.
- Enter key assessments, completer data, and technological developments for each program for the three-year review.
- Based upon review outcomes, identify steps for program improvement.

**X.c.** Develop a systematic marketing plan based upon program effectiveness and cost/revenue data.

- Develop plan that addresses both areas of strength and weakness.
- Utilize media arts program faculty and students to reduce costs.
- Create sessions throughout the year to share information about marketing plan.
- Assess and revise plan according to outcomes.

**X.d.** Create a cross-disciplinary resource allocation committee to make recommendations for all program investments.

### KPIs

- Maintaining an average ROI of academic programs of 3.0.
- Maintaining tuition increases under the rate of wage inflation.
- Maintaining a marketing ROI between 15 and 25.
- All faculty line replacements based upon program review process.
- Curriculum revisions, program development, and program sunsetting based upon program review process.

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# NJCU

**NEW JERSEY CITY UNIVERSITY**

# STRATEGIC ENROLLMENT PLAN

## 2024-2028

**NJCU**

NEW JERSEY CITY UNIVERSITY

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## EXECUTIVE SUMMARY

- The Strategic Enrollment Plan was developed by hundreds of members of the university community coming together over one semester to articulate guidelines and goals for recruitment, admission, and retention of New Jersey City University students.

- The plan is one of three documents reflecting the university's strategic plan: Academic Master Plan, Strategic Enrollment Plan, and the Strategic Plan for Student Development and Community Engagement.

- The plan serves as a basis for budgeting decisions.

- Since 2015 and the adoption of the Common App, applications to NJCU have increased by 67% while enrollment declined by 7%.

- Since 2013, transfer applications have declined by 54% and transfer enrollment has declined by 52%, but we expect to turn this trend around because of the overhaul of the general education curriculum and partnerships like the HCCC|NJCU Connect program.

- From 2014 to 2021, the average retention rate for first-time, full-time freshmen was 73.9%.

- Since 2014, four-year graduation rates have increased by 55% and six-year graduation rates have increased by 8.4%.

- New Jersey City University's largest feeder high schools have maintained their enrollment since 2019 while the top feeder community colleges have experienced declining enrollment ranging from 23% to 79%.

- Nearly half (49.8%) of NJCU's incoming freshmen are from Hudson County and 17.3% are from Jersey City.

- The Strategic Enrollment Plan emphasizes our regional impact and the importance of transfer students.

- The plan also emphasizes graduate and non-credit enrollment of underrepresented professionals.

- Throughout the plan, data regarding market and margins play a vital role.

STRATEGIC ENROLLMENT PLAN PROCESS

1 SURVEY

2 A-SYNCHRONOUS TOWN HALL

3 GALLERY WALK

4 WORKSHOP
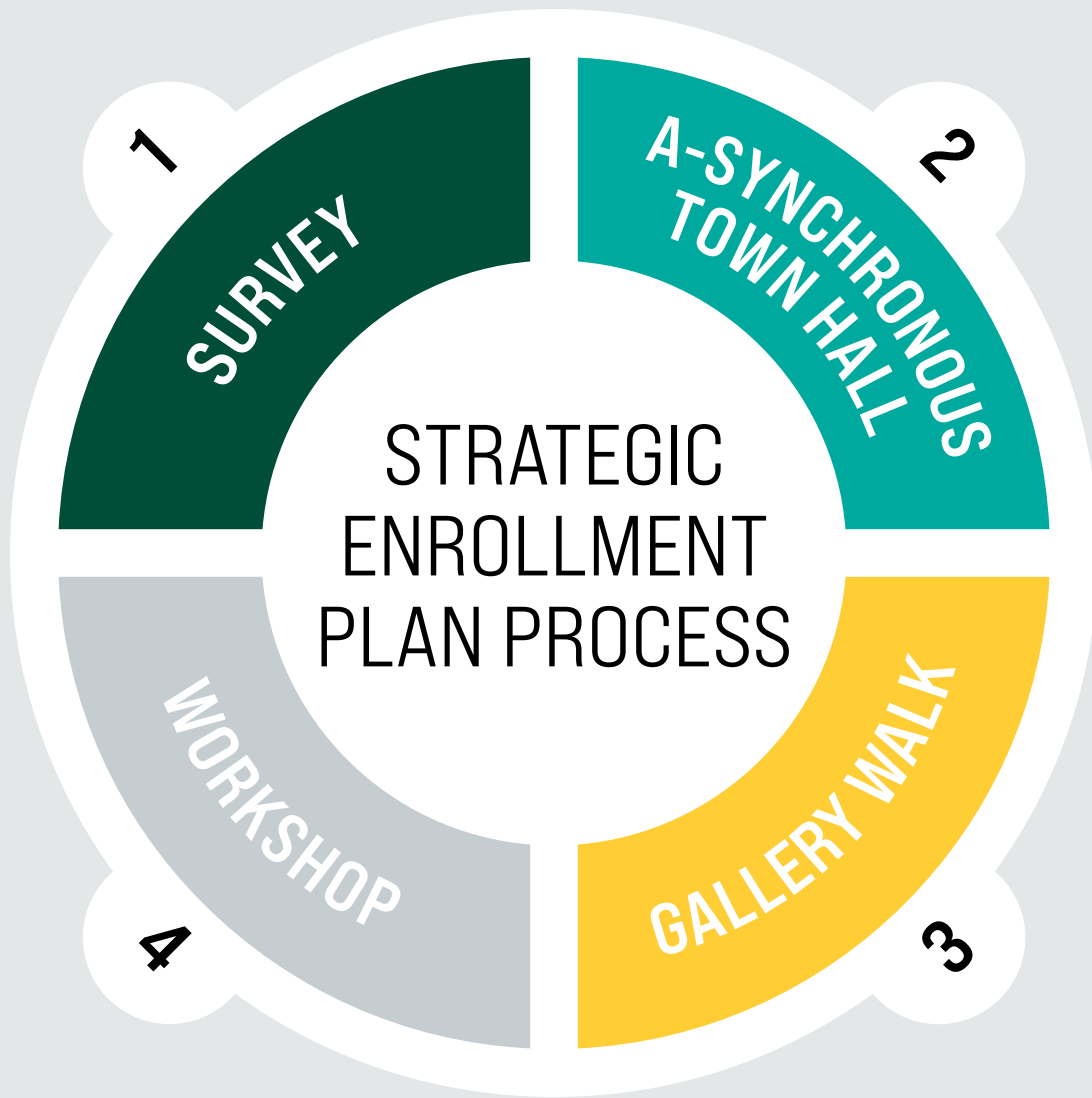
## THE PROCESS

**The process to develop our strategic enrollment plan took place over the course of the Fall of 2023. The goals for the strategic enrollment plan were identified according to the results of the Mission Refresh Survey conducted in the Spring semester of 2023. The university community was then invited to complete a survey responding to the degree of priority for each of the goals, as well as an opportunity to provide an open-ended response to each goal. Fifty-nine participants completed the survey, and a majority of those responding ranked all goals as either highest or high priority.**

The results of the survey were shared with the university community, and all community members were invited to participate in an asynchronous town hall. Community members had two weeks to provide comments, discussion, and documents on a Padlet addressing each of the goals. Community members provided over 150 comments in the asynchronous town hall. These results were published and shared with the community in preparation for the third step, the Gallery Walk.

During the first week of December, community members were invited to the Gothic Lounge, where they had access to chart paper identifying each goal in the strategic enrollment plan. During the first two days, participants were given Post-it notes and asked to contribute possible key performance indicators (KPIs) and key organizational actions (KOAs) for each goal based upon the results of the survey and the asynchronous town hall. During the second two days, community members were given dot stickers and asked to prioritize the key performance indicators and key organizational actions identified during the first two days. The results of the Gallery Walk were recorded and shared with the community members during the fourth step in the process: the Strategic Enrollment Plan Workshop.

More than 100 community members including faculty, staff, students, alumni, and business partners came together on December 15, 2023, to write the Strategic Enrollment Plan. During the half-day workshop, participants reviewed the results of the survey, asynchronous town hall, and gallery walk. They identified key organizational actions (KOAs) and key performance indicators (KPIs). They also identified strategies to achieve the KOAs and KPIs as well as the individuals who would be responsible for the outcomes and the financial implications of the plan.

With the plan developed, the costs to implement the plan were extracted and reviewed by a team of stakeholders including the following: the president, the CFO, the provost, assistant provosts, deans, and goal leaders. The committee reviewed expenses for FY25 and subsequent fiscal years to determine which elements of the plan were operational and which were aspirational. For parts of the plan that were identified as aspirational, additional measures will be taken to seek grant funding.

## MESSAGE FROM THE PRESIDENT

### Strategically Driving Our Mission

At New Jersey City University, we passionately believe that you don't need to change your zip code to discover your promise and reach your potential. This principle is a cornerstone of our mission-driven work which focuses on the economic mobility and empowerment of our socioeconomically diverse student population that is primarily made up of historically underserved and marginalized people.

Our best approach in an era of often limited resources, is to make strategic, data-driven decisions around our students' entire enrollment life cycle — from recruitment and admission, to retention, and ultimately graduation. We also must focus on our institution's critical role in the region and in the local community as a beacon of aspiration and hope. These are key aspects of our promise to the community we have served for nearly a century.

For leaders across higher education, it is no secret that enrollment challenges will continue amidst a well-documented shrinking market of college-aged students. Long term, this is not an NJCU issue but rather a more systemic, national concern within higher education. At NJCU, we are best positioned to tackle these challenges by developing programs that stabilize or increase enrollment, dismantling traditional obstacles for transfer students, and improving retention rates of our existing students. At the same time, our enrollment management professionals continue to work with our high school and community college partners, to make the important case of college as an attractive option for transforming the trajectory of one's life.

**As such, we continue to deliver upon our promises with the third of four phases of our university's long-term vision and strategic planning as we unveil the first comprehensive Strategic Enrollment Plan (SEP) at our institution.**

The Strategic Enrollment Plan builds upon the foundation laid in our Recovery & Revitalization Plan released in Spring 2023 and the momentum of our first Academic Master

Plan which was introduced earlier this semester. Our renewed and revitalized focus on the community we are privileged to serve will actively drive our pursuit of community partnerships and affiliations that enhance student success outcomes on our campus from enrollment to retention and degree completion. Our strategic focus affirms a commitment to meet our students where we find them.

**Our Strategic Enrollment Plan, like the preceding Academic Master Plan, is based upon four essential strategic pillars: student success and retention, community engagement, culture of continuous improvement, and financial stewardship and responsibility.**

The Strategic Enrollment Plan, like our recently unveiled Academic Master Plan, is truly unique because their development was completely driven by motivated and committed stakeholders in our university community: faculty, staff, and students. At NJCU, shared governance is not a talking point, but rather a bedrock value of the important mission we are fulfilling daily. I am appreciative of the dedication and commitment of our university community and stakeholders whose deliberate and collaborative efforts led to the development of this long-sought vision.

Together, we will continue to fulfill the promise of a better life through access to higher education — a promise of meeting our community where they are to empower their lives, so they are poised to reach their fullest potential. Our extraordinary students deserve nothing less.

**Andrés Acebo**
*Interim President*

## MESSAGE FROM THE PROVOST

The headlines are numerous and dire. Higher education is facing an enrollment cliff. According to analysts like **Nathan Grawe**,[1] the drop in enrollment will be felt most beginning in 2025, when high school enrollment is expected to decline by 15%. Those declines will be felt over the next five- to ten-year period within colleges and universities. These warnings started before the pandemic, and the perceived threats have increased since then. According to **Fortune**,[2] some students fell behind during the pandemic and do not feel ready for college. Others are rethinking the value of a college degree. Further, universities are not just competing with one another; they must now compete with companies that are paying higher initial wages and luring recent high school graduates into full-time employment before, or instead of, a college degree.

As a result, many universities are strategizing ways to recruit prospective students, including investments in infrastructure, program development, and partnering with online program management (OPM) service providers to forge new enrollment opportunities. Additionally, institutions have increased the number of scholarships they offer simply to broaden the admissions funnel. Truth be told, previous administrators at New Jersey City University engaged in some of these strategies. The problem with grasping at straws to grow your enrollment is that you will eventually run out of straws. Quick-fixes or perceived magic bullets to increase enrollment may provide temporary relief for declining numbers, but they will inevitably fail.

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[1]   Grawe, Nathan D. (2018). *The Agile College: How Institutions Successfully Navigate Demographic Changes*. Johns Hopkins University Press.

[2]   Binkley, Collin and The Associated Press. (March 9, 2023). "The labor shortage is pushing American colleges into crisis, with the plunge in enrollment the worst ever record-ed." *Fortune*. (https://fortune.com/2023/03/09/american-skipping-college-huge-numbers-pandemic-turned-them-off-education/)

Instead, NJCU is doubling down on its mission. We know who we are. We know who we serve. Through our strategic efforts, we have made significant changes related to enrollment:

### I. Recognizing that enrollment management is a vital part of the academic enterprise

In July of 2023, we moved the unit of admissions and enrollment management into the Division of Academic Affairs. In doing so, our amazing staff and leaders in admissions work alongside faculty, department chairs, and deans to collectively showcase our academic programming and to share the pulse of potential students, while ensuring the programming is responsive to the needs of those whom we serve. Now, faculty, staff, and administrators in the colleges and among the academic support services see even more clearly their roles in recruiting potential students. This organizational change shifted our focus from isolated strategies to explicitly building even stronger relationships with students and community leaders as we eagerly invite them to be part of our unique community.
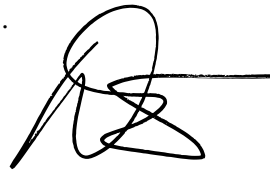
### II. Embracing our new normal

NJCU once maintained an enrollment of more than 8,000 students. We know that we are not that university anymore. We strive to maintain an enrollment of around 5,500 students. As a result, we altered our organizational structure and academic programming to reflect our new target enrollment. We reduced our executive leadership by 50%, and we reduced our academic portfolio by 34%. These significant changes allow us to focus more clearly on our mission and to support the anticipated 5,500 students more effectively.

### III. Increasing access and reducing barriers

NJCU primarily serves non-traditional students, many of whom struggle financially. Many of our students work one or more jobs and juggle family responsibilities while they attend our university. Through this strategic planning process, we have renewed our commitment to be responsive to the needs of our students. We strive to reduce financial burdens and increase access to programming through more deliberate scheduling, programming with paid internships, and increased online access through hybrid and online courses. All units who work with students, including admissions, financial aid, academic advising, etc., work together to ensure that the decisions made across the full student experience are responsive to the unique needs of those whom we serve.

This Strategic Enrollment Plan reflects our commitment and our resolve to uniquely serve our community. Like the Academic Master Plan, more than 100 of our faculty, staff, students, administrators, and community partners worked to create this plan. It is a testament to our revitalized mission and a preview of the wonderful work to come at NJCU.

**Donna Breault, Ph.D.**
*Interim Provost and Senior Vice President of Academic Affairs*

## MESSAGE FROM OUR ADMISSIONS LEADERS

Guided by the Provost's leadership, the Strategic Enrollment Plan (SEP) represents the collective effort of faculty, staff, administrators, alumni, and external partners over several months. It reflects a unified commitment to achieving SEP goals amid the evolving landscape of higher education. Establishing a robust foundation for our SEP is imperative to thrive in today's volatile higher education environment. The intention is for this framework to be a living document that effectively:

- Ensures the realization of the institutional mission and vision.
- Represents a systems approach that intricately links planning, budgeting, and assessment.
- Capitalizes on the institution's competitive advantages while addressing the changing higher education marketplace and environment.
- Enhances the institution's capacity to attract and retain students, meeting their current and future needs and expectations.
- Fosters collaboration within the academic community and ensures organizational learning.

Despite a rise in new spring 2024 student enrollment, New Jersey grapples with significant declines in high school graduates and a growing number of learners opting out of the traditional four-year college experience. Amid fiscal challenges and disruptions caused by the pandemic, issues related to mental health, physical health, and a lack of personal connection and support pose real obstacles, yet they are not insurmountable.

NJCU's faculty, staff, and students demonstrate dedication, resilience, and resourcefulness. A collaborative effort is underway to shape the institution's future, and this plan introduces a blueprint guiding us toward sustainable growth, academic excellence, and inclusive student success. To achieve our goals, NJCU will leverage all available tools to support both prospective and enrolled students. Recognizing that success cannot rely solely on traditional-age high school students, we must broaden our enrollment strategies, emphasizing retention and diversifying our learner population, including transfers, graduate, and adult learners. This commitment extends to fostering an environment that supports all learners on their journey to success and graduation.

Let us embark together on a journey to elevate our institution to new heights.

**Jose Balda**
*Assistant Vice President for University Admissions*

**Stacey Kanga**
*Director of Undergraduate Admissions*

**Tatiana Reyes**
*Director of Graduate Admissions*

## MISSION AND VISION STATEMENTS

### Mission

NJCU empowers its students through a highly accessible, equity-driven, and transformative education. An NJCU education focuses on students' personal, professional, and civic development to facilitate their socio-economic mobility. We uplift our diverse community of students, including historically underserved and underrepresented, first-generation, and adult learners.

### Vision

We aim to inspire intellectual curiosity, nurture conscious citizenship and community engagement, and uplift our community through teaching, research, and service by dedicated and supportive faculty, staff, and partnerships that create opportunity.

## STRATEGIC PILLARS

**1 STUDENT SUCCESS & RETENTION**

**2 COMMUNITY ENGAGEMENT**

**3 CULTURE OF CONTINUOUS IMPROVEMENT**

**4 FINANCIAL STEWARDSHIP & RESPONSIBILITY**

## VALUES

**To Know**

- Academic excellence
- Knowledge and scholarship

**To Grow**

- Lifelong learning
- Discovery and growth
- Conscious citizenship
- Socioeconomic mobility
- Empowerment and freedom
- Leadership

**To Connect**

- Diversity, equity, and inclusion
- Accessibility
- Sustainability
- Innovation
- Civic engagement

## THE CONTEXT OF OUR ENROLLMENT CHALLENGE

### Historical trends: Applications

Between the Fall of 2014 and the Fall of 2020, freshman applications increased by 99.6%. This was due, in part, to the adoption of the Common App. In 2021, freshman applications declined by 16.7%, and in Fall of 2022, freshman applications increased by 9.4%. By Fall of 2023, the number of freshman applications declined by 4.4%. Transfer student applications experienced a steady decline from 2014 to 2023 of 41.7%. With the revised general education curriculum and partnerships like the HCCC|NJCU Connect Program, we expect to see increases in applications moving forward. Graduate applications experienced a steady increase other than a slight dip in 2021. From 2014 until 2023, graduate applications increased by 41.6%.

### Historical context: Transfer Students

Nationally, transfer enrollments declined through the pandemic and until 2022. According to **Higher Education**[3] **Today**, transfer enrollment dropped by 16% from 2020 until 2022. This trend shifted the next year. The **National Student Clearinghouse Research Center**[4] reported that transfers increased from Fall 2022 to Fall of 2023 by 5.3%. They also indicated that low-income, Black, and Hispanic students enrolled as transfer students at a higher rate in 2023. Since 2013, NJCU's transfer applicants have declined by 54% and the number of transfer students enrolling at NJCU has declined by 52%. To address this trend, the university radically overhauled its general education curriculum to make the university the most transfer-friendly public university in New Jersey. The university also shifted additional resources to the Transfer Resource Center, and entered into the **Hudson Connect**[5] partnership with Hudson County Community College.

**First-time Freshman Applicants and Those Enrolled (2014–2023)**



Legend: Enrolled, Applicants, Admit Term
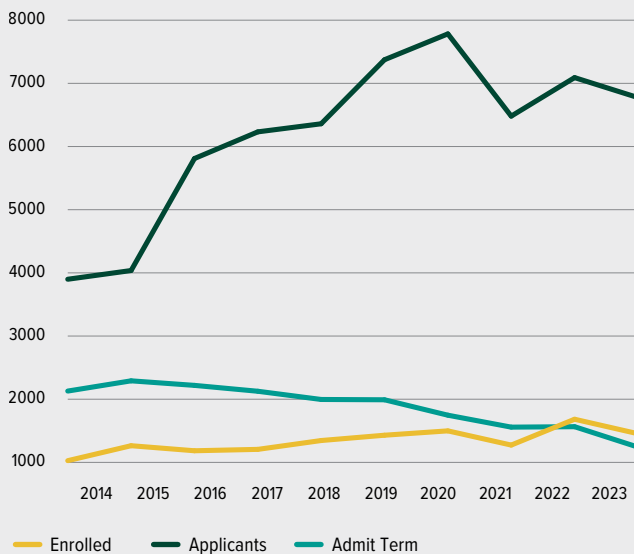
**Transfer Student Applicants and Those Enrolled (2014–2021)**



Legend: Enrolled, Applicants
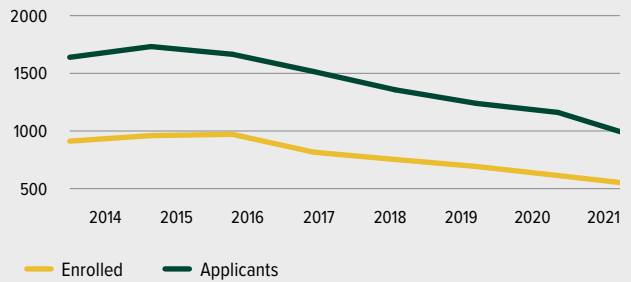
The acceptance and yield rates for transfer students have remained consistent since 2014.

**Acceptance and Yield Rates for Transfer Students (2014–2021)**



Legend: Yield Rate, Acceptance Rate
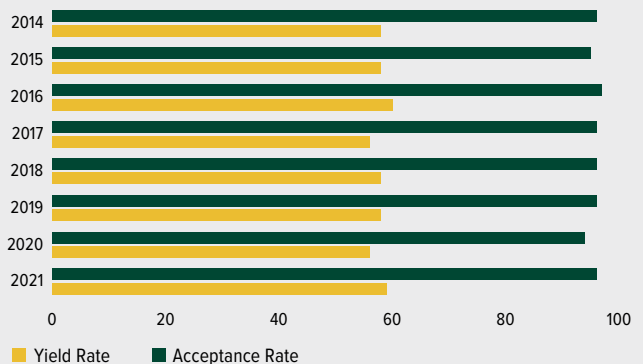
3   Danielle Melidona (May 16, 2022). "Two New Reports Provide Insights on Enrollment Trends and Policies to Support Transfer Students." *Higher Education Today*. (https://www.higheredtoday.org/2022/05/16/two-new-reports-provide-insights-on-enrollment-trends-and-policies-to-support-transfer-students/)

4   National Student Clearinghouse Research Center (February 28, 2024). "Transfer and Progress: Fall 2023 Report." (https://nscresearchcenter.org/transfer-and-progress/)

5   HCCC | NJCU Connect Program (https://www.hccc.edu/programs-courses/academic-pathways/transfer-dual-admissions/hccc-njcu-connect/index.html)
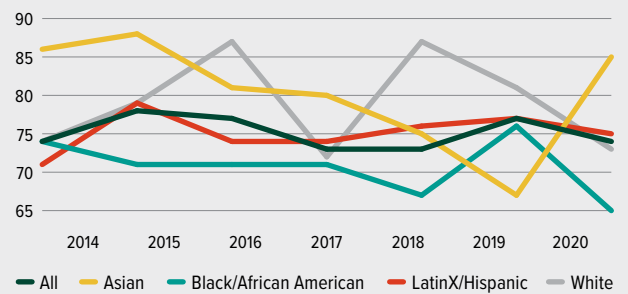
NJCU

WILLIAM J. MAXWELL
COLLEGE OF
ARTS & SCIENCES

## HISTORICAL CONTEXT: RETENTION AND GRADUATION

### Two-Year Graduation Rates

NJCU's retention rates for first-time, full-time freshmen from their first to second year have ranged from 66.4% (2022) to 77.6% (2015). The average rate of retention for first-time, first-year freshmen is 73.9%. The average rate of retention by race/ethnicity is as follows:

- Asian 74%
- Black/African American 71%
- Hispanic/Latino 74%
- White 76%

**Two-Year Retention**



### Four-Year Graduation Rate Improvement

Four-year graduation rates for full-time, first-time students are low given the non-traditional nature of the students NJCU serves. Rates overall have increased by 55% since the 2014 cohort. The percentage of increase in graduation rates according to race/ethnicity since the 2014 cohort are as follows:

- Asian 89%
- Black/African American 108%
- Hispanic/Latino 57%
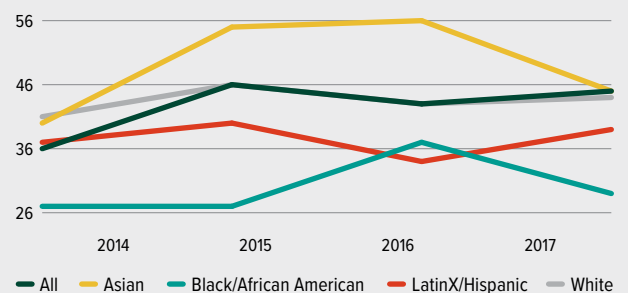- White 53%

**Four-Year Retention**
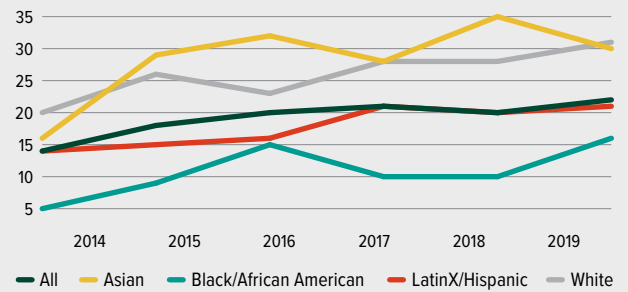


### Six-Year Graduation Rate Improvement

Six-year graduation rates have increased by 8.4% overall from the 2014 cohort to the 2017 cohort. The percentages of increase according to race/ethnicity are as follows:

- Asian 12.4%
- Black/African American 9.9%
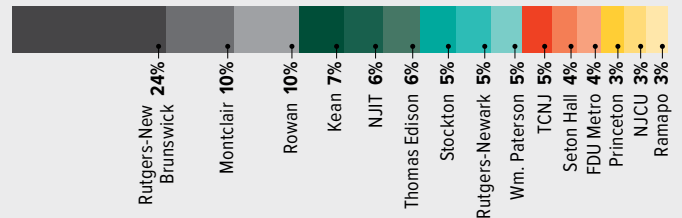- Hispanic/Latino 6.5%
- White 9.1%

**Six-Year Retention**
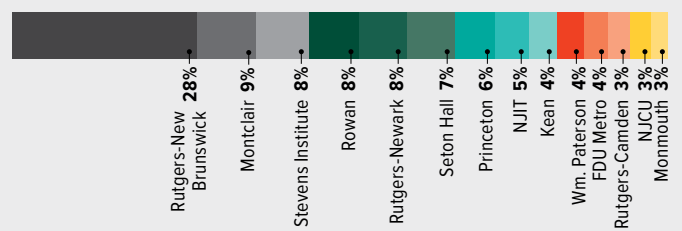
## HOW WE COMPARE[6]

### Undergraduate Enrollment in New Jersey, Fall 2021

NJCU ranks 14th in undergraduate enrollment in New Jersey. The universities with the closest undergraduate enrollment to NJCU include Rutgers-Camden and Ramapo College of New Jersey.

Rutgers-New Brunswick **24%** · Montclair **10%** · Rowan **10%** · Kean **7%** · NJIT **6%** · Thomas Edison **6%** · Stockton **5%** · Rutgers-Newark **5%** · Wm. Paterson **5%** · TCNJ **5%** · Seton Hall **4%** · FDU Metro **4%** · Princeton **3%** · NJCU **3%** · Ramapo **3%**

### Graduate Enrollment in New Jersey: Fall 2021[7]

NJCU ranks 13th in terms of graduate enrollment in New Jersey. Our closest peer in terms of graduate enrollment is Rutgers-Camden.

Rutgers-New Brunswick **28%** · Montclair **9%** · Stevens Institute **8%** · Rowan **8%** · Rutgers-Newark **8%** · Seton Hall **7%** · Princeton **6%** · NJIT **5%** · Kean **4%** · Wm. Paterson **4%** · FDU Metro **4%** · Rutgers-Camden **3%** · NJCU **3%** · Monmouth **3%**

### Context: Community College Enrollment in New Jersey[8]

Community College enrollment in New Jersey has declined since 2015 at all institutions other than Warren County Community College. The average decline for all institutions is 34%. See **Figure 1** below. ↓

**FIGURE 1: Community College Enrollment**
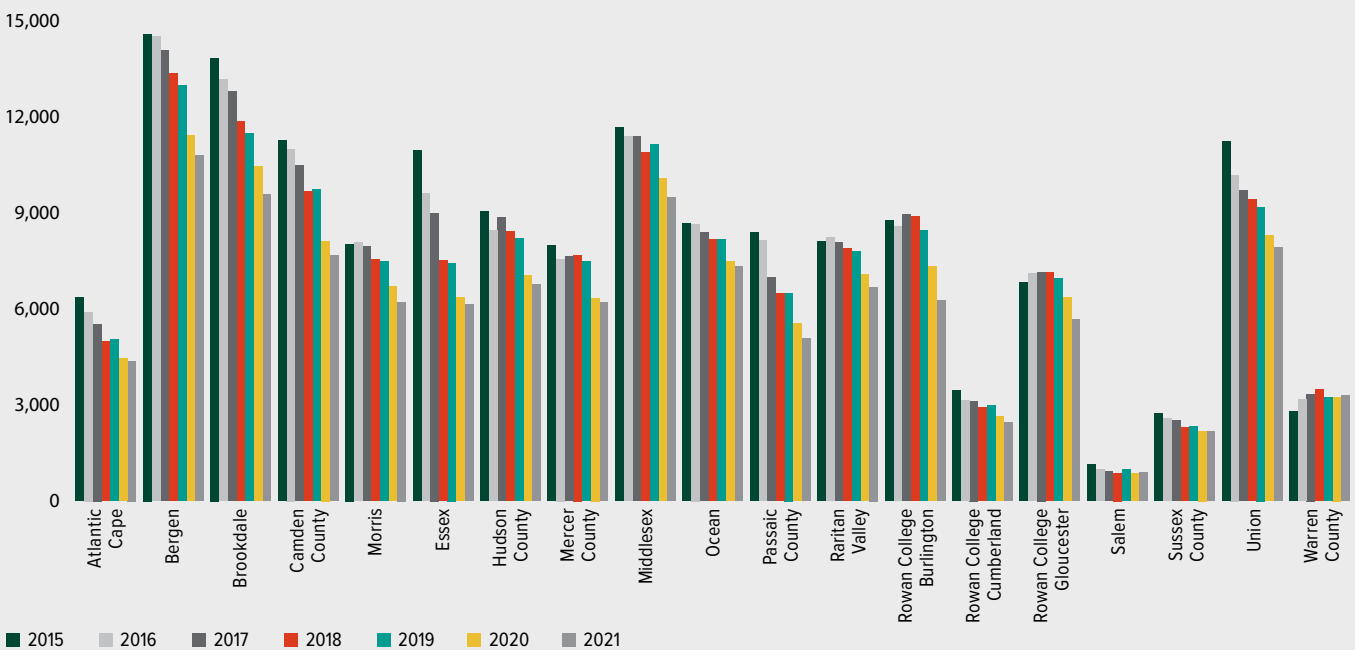


Legend: ■ 2015 ■ 2016 ■ 2017 ■ 2018 ■ 2019 ■ 2020 ■ 2021

[6, 7, 8]  Data from IPEDS: Integrated Postsecondary Education Data System, National Center for Education Statistics

## WHO WE SERVE

### Top Feeder High Schools for First-Time Freshmen

The number of seniors at NJCU's top feeder high schools has remained somewhat stable with slight decreases (Bayonne, Dickinson) or slight increases (North Bergen, Ferris) in graduating seniors in most schools. The exception would be Union City High School which had more significant declines since 2019.
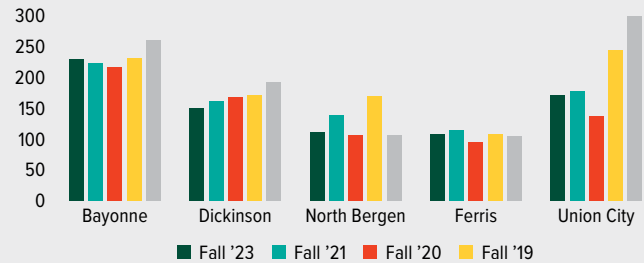


### Enrollment Trends in Top Feeder High Schools

While the state is experiencing enrollment declines in high schools overall, NJCU's top feeder high schools are maintaining or slightly increasing their enrollment since 2019.
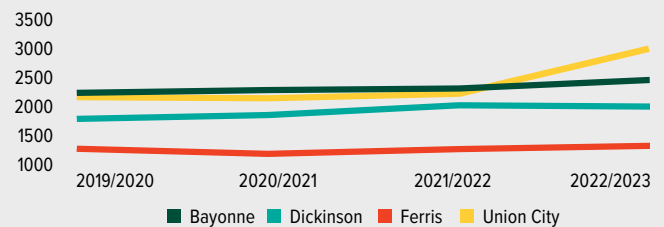


### Top Community Colleges for Transfers

The top community college for transfers to NJCU is Hudson County Community College.
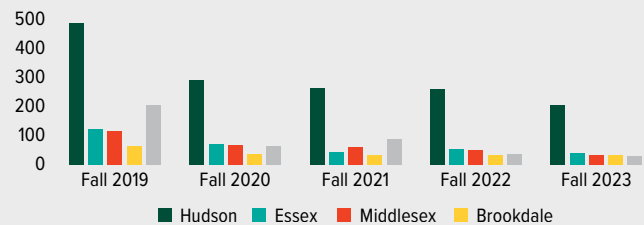


### Enrollment Decline in Top Community Colleges for NJCU Transfers [9]

The top community colleges where students transfer to NJCU have experienced declines in enrollment ranging from 23% (Middlesex) to 79% (Essex County).
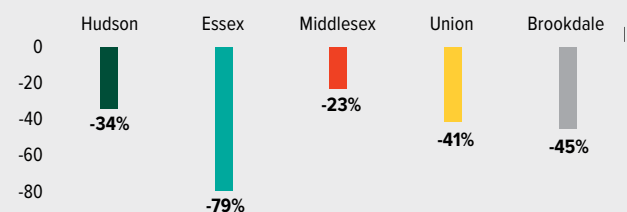


### Distribution of Freshman Applicants by County

The largest percentage of applications for New Jersey residents comes from Hudson County. The second largest percentage is Essex County.
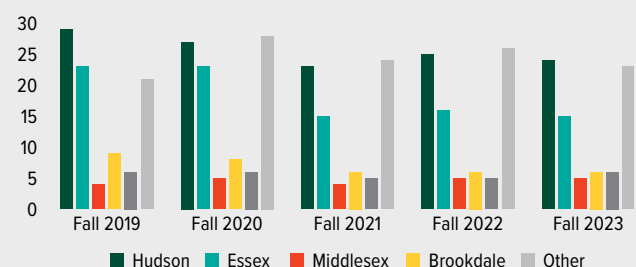


[9]  Data from IPEDS: Integrated Postsecondary Education Data System, National Center for Education Statistics

**Percentage of Hudson County High School Seniors Enrolling at NJCU**

The district that has the most seniors attending NJCU is Jersey City Public Schools. The district that has the smallest percentage of the incoming class is Weehawken. Overall, 7.5% of Hudson County seniors enroll at NJCU, and 49.8% of NJCU's incoming class are from Hudson County.

| School District | Percentage of Senior Class Enrolled at NJCU | Percentage of NJCU Incoming Class |
|---|---|---|
| Bayonne School District | 10.9 | 7.6 |
| Harrison Public Schools | 3.1 | .65 |
| Hoboken Public School District | 4.4 | .52 |
| Hudson County Schools of Technology | 6.8 | 5.2 |
| Jersey City Public Schools | 10.4 | 17.3 |
| Kearny School District | 4.4 | 2.3 |
| North Bergen School District | 7 | 4.4 |
| Secaucus Public School District | .8 | .13 |
| Union City Public Schools | 7.1 | 8.07 |
| Weehawken Township School District | .9 | .13 |
| West New York School District | 6.07 | 3.3 |

**Percentage of Jersey City High School Seniors Enrolling at NJCU**

The school with the highest percentage of students enrolling at NJCU is Innovation High School. Overall, 17.3% of NJCU's incoming class is from Jersey City Public Schools.

| Jersey City High School | Percentage of Senior Class Enrolled at NJCU | Percentage of NJCU Incoming Class |
|---|---|---|
| Infinity Institute | 3.5% | 0.26% |
| Henry Snyder High School | 8.2% | 1.8% |
| James J. Ferris High School | 15.8% | 4.8% |
| Lincoln High School | 7.1% | 1.5% |
| Dr. Ronald E. McNair High School | 1.6% | 3.9% |
| William L. Dickinson High School | 12.4% | 5.4% |
| Liberty High School | 7.5% | 0.52% |
| Innovation High School | 27.5% | 2.47% |
| District | 10.40% | 17.3% |

## HOW WE COMPETE [10]

### Undergraduate Business Majors

NJCU ranks 14th in New Jersey undergraduate completers in Business majors.

Rutgers-New Brunswick **21%**
Rutgers-Newark **14%**
Montclair **9%**
Rowan **8%**
Kean **7%**
Stockton **6%**
Rutgers-Camden **5%**
Monmouth **4%**
Seton Hall **4%**
TCNJ **4%**
Wm. Paterson **4%**
Thomas Edison **4%**
Rider **4%**
NJCU **3%**
Ramapo **3%**
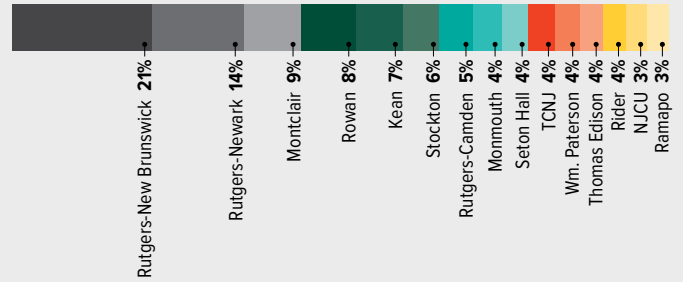
### Undergraduate Health Professions Majors

NJCU ranks seventh in New Jersey Completers in undergraduate degrees in health professions.

Rutgers-New Brunswick **21%**
Rutgers-Camden **12%**
Stockton **10%**
Wm. Paterson **9%**
Rowan **7%**
Felician **6%**
NJCU **6%**
Montclair **5%**
Thomas Edison **5%**
Georgian Court **4%**
Kean **3%**
TCNJ **3%**
Ramapo **3%**
Caldwell **3%**
Monmouth **3%**
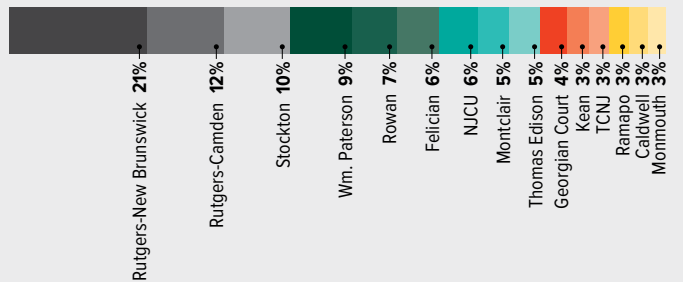
### Undergraduate Psychology Majors

NJCU ranks eighth in the number of undergraduate degrees in psychology.

Rutgers-New Brunswick **18%**
Rowan **16%**
Montclair **16%**
Kean **14%**
Rutgers-Newark **9%**
Stockton **7%**
Wm. Paterson **6%**
NJCU **5%**
TCNJ **5%**
Rutgers-Camden **4%**
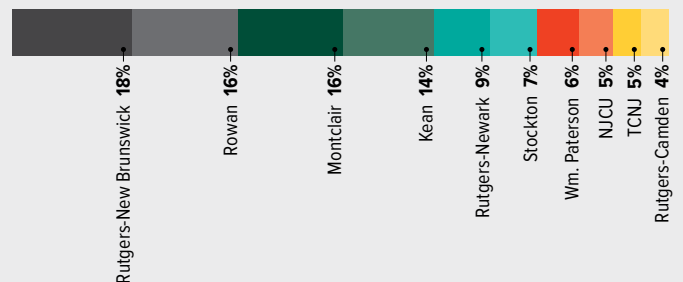
### Undergraduate Homeland Security, Criminal Justice, Fire Science Majors

NJCU ranks third in New Jersey completers of undergraduate degrees in Homeland Security, Criminal Justice, and Fire Science

Rowan **26%**
Rutgers-New Brunswick **17%**
NJCU **16%**
Rutgers-Newark **16%**
Kean **14%**
Wm. Paterson **11%**
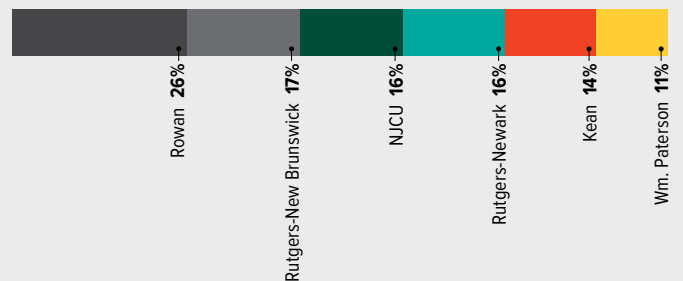
[10] Data from IPEDS: Integrated Postsecondary Education Data System, National Center for Education Statistics

## Undergraduate Biology Majors

NJCU ranks 12th in undergraduate completers majoring in Biology.

Rutgers-New Brunswick **27%** · Rowan **13%** · Rutgers-Newark **10%** · Kean **7%** · Montclair **7%** · Seton Hall **6%** · Stockton **6%** · Princeton **4%** · TCNJ **4%** · Ramapo **4%** · NJIT **3%** · NJCU **3%** · Wm. Paterson **2%** · Rutgers-Camden **2%** · Saint Peter's **2%**

## Undergraduate Computer Science Majors

NJCU ranks 12th in undergraduate completers majoring in computer science.

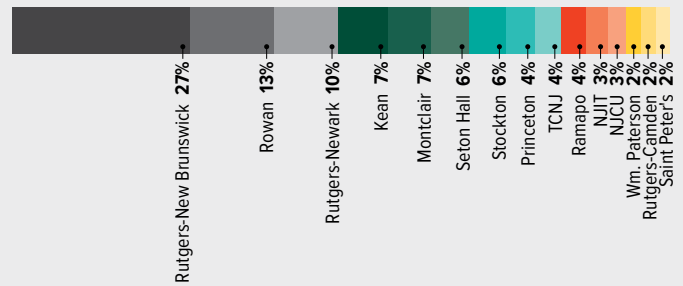Rutgers-New Brunswick **35%** · NJIT **19%** · Rowan **10%** · Princeton **6%** · Stevens **5%** · Montclair **5%** · Kean **4%** · Rutgers-Newark **3%** · Stockton **3%** · Wm. Paterson **2%** · Ramapo **2%** · NJCU **2%** · Rutgers-Camden **2%** · TCNJ **2%**
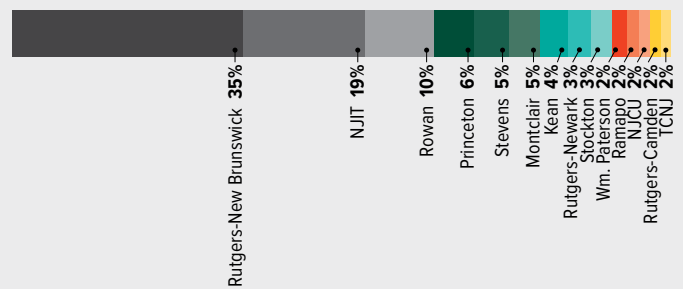
## Master's Education Majors

NJCU ranks fifth in the number of completers for education master's degrees.

Montclair **23%** · TCNJ **13%** · Rutgers-New Brunswick **12%** · Kean **11%** · NJCU **9%** · Rowan **9%** · Wm. Paterson **9%** · Georgian Court **5%** · Monmouth **5%** · Ramapo **4%**
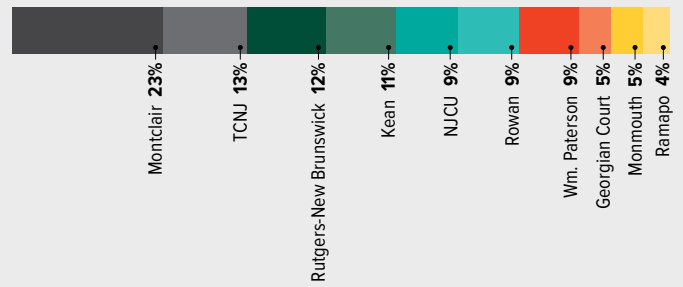
## Master's Business Majors

NJCU ranks 13th in the number of completers with a master's in business.

Rutgers-Newark **24%** · Montclair **11%** · Stevens **10%** · FDU Metro **9%** · Seton Hall **7%** · Wm. Paterson **7%** · Rider **5%** · Rutgers-Camden **5%** · Rutgers-New Brunswick **4%** · Rowan **3%** · FDU Florham **3%** · Monmouth **3%** · NJCU **3%** · Ramapo **3%** · Thomas Edison **3%**
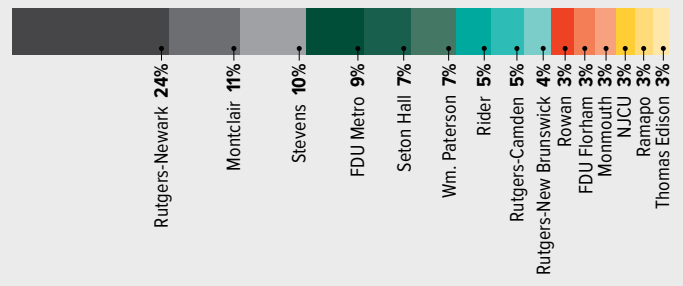
## Master's in Health Professions

NJCU ranks 14th in the number of completers in master's in health sciences.
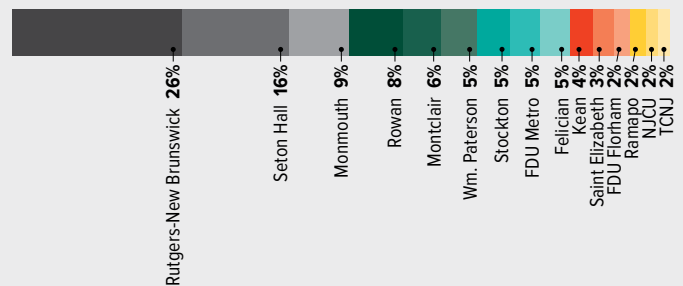
Rutgers-New Brunswick **26%** · Seton Hall **16%** · Monmouth **9%** · Rowan **8%** · Montclair **6%** · Wm. Paterson **5%** · Stockton **5%** · FDU Metro **5%** · Felician **5%** · Kean **4%** · Saint Elizabeth **3%** · FDU Florham **2%** · Ramapo **2%** · NJCU **2%** · TCNJ **2%**

### A Vital Part of the Whole

The Strategic Enrollment Plan is one of three plans developed for New Jersey City University's strategic planning. The Academic Master Plan and the Strategic Enrollment Plan were developed using the same processes during the same period — Fall of 2023. In the Spring and Fall of 2024, the university will use the same process and develop a strategic plan for student development and community engagement.

### 10 Goals

The Strategic Enrollment Plan consists of 10 goals. The goals were formed based upon the three guiding principles of our strategic planning: mission, market, and margins.

### KOAs and KPIs

The Strategic Enrollment Plan operationalizes the 10 goals through two key measures: key organizational actions (KOAs) and key performance indicators (KPIs). In addition, the plan introduces strategies that we will use to achieve the key organizational actions.

## BE THE BACHELOR'S DEGREE COMPLETION INSTITUTION OF CHOICE FOR HUDSON COUNTY RESIDENTS.

**KOAs**

**1a  Refine our brand identity within Hudson County high schools, community colleges, and community-based organizations (CBOs).**

- Increase recruitment events in Hudson County by 20%.
- Enhance marketing strategies and define recruitment targets.
- Redesign admissions marketing materials including microsites.
- Collaborate with community-based organizations.

**1b  Provide a seamless transfer pathway for Hudson County Community College Graduates to NJCU.**

- Support and enhance the HCCC|NJCU Connect Program.
- Prioritize targeted marketing events for HCCC Connect students.
- Provider access to NJCU campus resources for HCCC Connect students.

**1c  Increase the number of admitted students who have some college credit but who have not completed undergraduate degrees.**

- Partner with N.J. ReUp program, targeting N.J. residents that have not completed undergraduate degrees.
- Promote continuing education program offerings to the Hudson County community.
- Partner with local businesses and organizations to provide options for employees to complete bachelor's degrees.
- Partner with Hudson County governmental agencies (e.g. first responders, civil service, etc.) to provide degree completion for employees.

**KPIs**

- Increase in admitted students from Hudson County: 10% for Fall 2025; 15% for 2026; 20% for 2027; 25% for 2028.
- Increased number of students participating in HCCC|NJCU Connect by 10% year-over-year.
- Development of corporate completion partnerships: three annually from 2025–2028.

## BE THE MOST TRANSFER-FRIENDLY PUBLIC UNIVERSITY IN NEW JERSEY.

**KOAs**

**2a  Revise curriculum, schedule, and policies to remove transfer student barriers.**

- Revise existing majors and minors.
- Develop transfer-friendly policies on major, minor, and concentration maximum and minimum credits.
- Develop new transfer-friendly curriculum.
- Offer transfer-friendly schedules and modalities.

**2b  Promote transfer student success.**

- Develop a robust and welcoming transfer center.
- Improve undergraduate transfer policy.
- Improve transfer student culture.
- Improve transfer student services.

**2c  Recruit and promote the ease of transferability.**

- Increase transfer recruitment.
- Promote transferability to external sources by attending more open houses, promoting student success stories, etc.
- Expand HCCC|NJCU Connect Pathways.
- Identify and offer new scholarship opportunities for transfer students to reduce the costs of tuition.

**2d  Develop transfer partnerships.**

- Develop comprehensive approach to high school dual enrollment programs.
- Develop a comprehensive approach to community college partnerships.
- Develop a comprehensive approach to enrollment opportunities for incarcerated individuals.
- Develop a comprehensive approach to awarding lifetime credits to transfer students by partnering with business partners who want their employees to finish their degrees.

**KPIs**

- Increase number of transfer students by 10% for 2025; 15% for 2026; 20% for 2027; and 25% by 2028.
- Increases dual-credit partnerships with high schools by 10% year-over-year.
- Develop at least one Connect-equivalent partnership each year beginning in 2025/2026.

**GOAL THREE**

## CONSISTENTLY INCREASE COMPLETION RATES YEAR-OVER-YEAR FOR ALL STUDENTS.

**KOAs**

**3a Create organizational structures and services to monitor and support and retain students with at-risk academic performance.**

- Create committee to oversee development of SEEK program including staffing, budget, and program objectives.
- Redesign academic scheduling of courses for General Education and DFW courses.

- Increase monitoring of at-risk students.
- Use data regarding at-risk students for continuous improvement of student success and retention initiatives.

**3b Promote degree completion through intrusive advising and more flexible academic completion programs.**

- Create and implement a liberal arts degree program.
- Facilitate student major declaration.

**3c Increase the number of students participating in mentoring programs.**

- Institutionalize faculty/staff/alumni mentoring program.
- Institutionalize peer mentoring program.

**KPIs**

- Increase of completion rates by 5% year-over-year.
- Increase use of first alert/advising/monitoring system by faculty and support staff by 20% year-over-year.
- Increase participation in mentoring program by 15% year-over-year.

<div style="background:#F2C94C;">**GOAL FOUR**</div>

## PROVIDE THE MOST LABOR-MARKET RELEVANT GRADUATE PROGRAMS FOR UNDERREPRESENTED PROFESSIONALS IN NEW JERSEY.

### KOAs

**4a  Increase the depth of engagement and collaborative partnerships formed between NJCU graduate programs and organizations committed to supporting underrepresented populations.**

- Design and implement targeted outreach initiatives to connect with underrepresented communities and organizations.
- Investigate relevant conferences and events that would attract underrepresented populations. Create partnerships with appropriate exhibitors that could encourage/improve new student and alumni interest in graduate programs.
- Improve graduate certificate tracking and communications.
- Evaluate value of alumni interaction and faculty/staff outreach and use data to invest in increased partnerships.

**4b  Strategically distribute resources for enrollment efforts in sought-after fields such as nursing, business, education, and STEM.**

- Leverage the success stories of those who have excelled in targeted graduate programs through testimonials, case studies, and alumni profiles.
- Introduce targeted financial incentives, scholarships, or tuition discounts for students enrolling in specific graduate programs.
- Invite alumni to recruitment events to share their success stories.

**4c  Implement focused social media campaigns and customized search engine optimization (SEO) methods specifically designed for graduate programs within underrepresented populations.**

- Curate landing pages, SEOs, and social media tags with keywords in English and Spanish that align with language, preferred website content, and search patterns of current and prospective students enhancing the visibility and relevance of graduate programs for diverse populations.
- Create a vibrant and supportive online community that connects alumni with current, and prospective students which fosters collaboration, knowledge-sharing, and a sense of belonging, specifically among diverse students.
- Create a focus group of former and current graduate students who have gone viral in social media to provide knowledge about social media trends.
- Promote collaboration between NJCU alumni, professors, and external stakeholders and prospective students to create stories on online platforms.

### KPIs

- Increase percentage of underrepresented graduate admissions by 10% year-over-year.

## GOAL FIVE

### PROVIDE RELEVANT AND ENGAGING WORKFORCE DEVELOPMENT PROGRAMS FOCUSED ON THE NEEDS OF A GLOBAL WORKFORCE.

**KOAs**

**5a  Increase the number of students participating in career development activities that lead to meaningful jobs related to their fields.**

- Create centralized team dedicated to both career readiness and employee relations.
- Educate students in building career pathways starting with the course, "Orientation to College" and continuing throughout their degree programs.
- Partner with NJCU programs/departments that have been effective in this goal.
- Increase communication and partnerships with key industry actors like Choose N.J., N.J. Economic Development Authority, and N.J. Business and Industry Association.

**5b  Increase the number of departments who embed career development modules within established curricula.**

- Offer guidance to departments that want to connect their courses to the needs of current and future global workforce.
- Establish partnerships between faculty, Institutional Effectiveness, and Career and Professional Development to analyze data from First Destination Survey that can be leveraged to achieve goal five.

**KPIs**

- Increased number of students participating in career development activities to include 75% of student body by 2026.
- Increased embedded career development modules to include 50% of departments by 2026.

## GOAL SIX

### UNDERSTAND AND ANALYZE THE HIGHER EDUCATION MARKETPLACE IN TERMS OF COMPETING UNIVERSITY PROGRAM OFFERINGS.

**KOAs**

**6a  Conduct comprehensive market research to identify market trends.**

- Identify market trends including standardized process and form for gathering and sharing data.
- Analyze competing programs using a standardized process and form for gathering and sharing data.
- Assess programs to ensure quality and reputation using standardized process and form.

**6b  Measure employability and success of graduates (R.O.I.)**

- Foster collaboration and partnerships with industry leaders to capitalize on market demands.
- Strengthen career services.
- Include cooperative education in all academic programs.

**6c  Ensure successful accreditation and student success of graduates.**

- Provide robust services to support student success.
- Enhance academic quality by investing in faculty development.
- Promote student success stories.
- Implement program review and continuous improvement.

**K.P.Is**

- Increased rankings in IPEDS completion data by CIP code when compared to state and other competitors.

## GOAL SEVEN

## STRATEGICALLY RESPOND TO MARKET FORCES FOR UNDERGRADUATE, GRADUATE, AND NONCREDIT PROGRAMMING.

### KOAs

**7a  Emphasize careers students want to pursue through robust co-op/internship programming.**

- Centralize a revised co-op/internship program to provide meaningful experiences that can prepare students for future careers.
- Develop and maintain data regarding consistency in major choices vs. students who change their majors mid-degree.

**7b  Increase our external visible presence at key recruiting events such as college fairs, community colleges, etc.**

- Increase the number of recruiters who can attend key events and follow up with high schools and community colleges.
- Invest in additional digital marketing to increase recruiting opportunities.

**7c  Create a corporate partnership program providing tuition discounts and negotiated services to organizations and agencies.**

- Create partnership MOU template and encourage schools, governmental agencies, and companies to work with the university to help employees complete undergraduate, graduate, and non-credit programs.
- Hire a corporate partnership liaison to grow the corporate partnership program.

### KPIs

- Increase number of transfer students by 10% for 2025; 15% for 2026; 20% for 2027; and 25% by 2028.
- Development of corporate partnerships: three annually from 2025–2028.
- Increased participation in internships by 10% year-over-year.
- Increased career planning and feelings of career preparedness as measured by survey.

## GOAL EIGHT

## STRENGTHEN OUR IDENTITY BY PROVIDING STUDENT SUPPORT SERVICES THROUGHOUT THE STUDENT LIFE CYCLE.

**KOAs**

**8a  Host a minimum of two one-stop events per semester to advertise student support services.**

- Create comprehensive communication plans regarding student services.
- Use the Monday common hours to showcase student services in GSUB.
- Measure attendance of events to ensure objectives are being met.

**8b  Develop internal and external communication plan regarding the unique and compelling support services provided to NJCU students throughout their time at NJCU.**

- Review services provided throughout the life cycle of under-graduate, graduate, and noncredit students to identify needs.
- Add support services based upon review.
- Develop compelling website communications regarding support services.
- Develop marketing plan that includes information regarding support services.

**8c  Increase hours of operation for key support services to increase access for the working students.**

- Expand operating hours for key offices like financial aid, student accounts/Bursar, and Registrar.
- Monitor hours services are accessed to ensure appropriate levels of support at times when services are sought the most.

**KPIs**

- Increased student services based upon review.
- Increased events that include all student services.
- Attendance at one-stop shop events.

## GOAL NINE

## DRIVE PROGRAM INVESTMENT DECISIONS ACCORDING TO PROGRAM RETURN ON INVESTMENT (ROI).

**KOAs**

**9a   Examine important measures of student and alumni outcomes to make informed decisions that support and enhance the return on investment for each program to position it for success.**

- Continuously assess and analyze retention rates based on the following characteristics: student segments and demographics with special focus on first-time, full-time freshmen and first-generation students. Use results as a measure of return on investment.

- Evaluate and analyze enrollment headcount for newly enrolled and ongoing enrolled counts of program majors as a measure of ROI.

- Evaluate and track licensure exam and certification pass rates data for alumni of programs.

- Track and evaluate post-graduate success of program alumni employment rates and salaries of college majors by academic level as an economic success measure for ROI of individual programs.

**9b   Continuously analyze individual programs, comparing the gains and benefits to the costs involved.**

- Utilize the pay-back method, evaluating how long it will take students to pay back or recover the initial investments in years.

- Consistently track and calculate the net revenue per student to evaluate the financial efficiency of the program.

- Analyze the net present value to identify future streams and costs of individual programs (NPV= Benefits-Costs)

**9c   Assess stakeholder involvement in each program to enhance success and maximize return on investments.**

- Conduct ongoing evaluation and analysis on different elements of alumni engagement by establishing a data collection, recording, and reporting system for participation rates, and levels and areas of alumni engagement within individual programs. Upload and maintain data in a platform accessible to all departments.

- Assess and analyze students' continuous participation and involvement levels with their characteristics in high-impact and co-op/internship opportunities within each program.

- Assess and analyze faculty and staff engagement in research, mentorship, service, and professional development within each program.

- Analyze and evaluate engagement with community stake-holders and partnerships within each program.

- Conduct ongoing evaluation and analysis of engagement with web and social media pages of individual programs to identify areas of high volume and interest based on click percentages and inquiries. Use data to evaluate levels of engagement and support initiatives for recruitment and retention.

**KPIs**

- Increased retention rates by program year-over-year.

- Increased enrollment by program year-over-year.

- Increased percentages of licensure passage rates year-over-year.

- Increased employment rates of graduates year-over-year.

- Decreased time to pay back student loans year-over-year.

- Increased alumni engagement year-over-year.

- Increased student participation in internships year-over-year.

- Increased faculty engagement in co-curricular experiences year-over-year.

- Increased traffic on website year-over-year.

- Increased ROI per program year-over-year.

**GOAL TEN**

## INCREASE AND DIVERSIFY NON-CREDIT PROGRAMMING TO RESPOND TO WORKFORCE NEEDS IN NEW JERSEY.

### KOAs

**10a Analyze the needs of the future workforce.**

- Analyze the needs of the future workforce (employees and learners) to assess the demand for various non-credit programs.
- Establish a streamlined process for developing new non-credit programs.
- Work with departments and academic units to identify micro-credentials that can be converted to credit.
- Seek out new or leverage existing relationships to diversify program offerings within niche specializations.

**10b Enhance marketing and outreach**

- Develop a robust marketing strategy that utilizes various channels such as social media, email campaigns, and partnerships with local business and community outreach programs.
- Redesign continuing education website and online presence.
- Engage community and build rapport and trust within Jersey City, Hudson County, and surrounding areas.

**10c Establish funding resources**

- Investigate and pursue grant opportunities offered by federal, state, and private entities.
- Leverage New Jersey Department of Labor negotiations.

### KPIs

- Increase number of noncredit programs offered year-over-year.
- Increase enrollment in noncredit programs year-over-year.
- Increase partnerships with agencies and organizations for workforce development year-over-year.

The details of this budget are subject to changes after the release of the State of New Jersey's budget.  The final budget will be voted on at the July 11, 2024 Budget Meeting.

**NJCU**

NJCU is investing to ensure student retention and success as the major goal of this budget.

Seventeen new FTEs with student facing responsibilities ranging from recruiters, counselors, financial aid specialists for Tag and Pell, academic advisors and registrars.  These areas also have budgeted non salary increases.

NJCU's program to include books in tuition, to ensure all students have the books they need to complete their classes, is projected to cost NJCU $2,000,000 next year.

**The budget assumptions are as follows:**

1) **3.5% increase in tuition rate & a 2% overall enrollment increase,**
2) **3.5% COLA increase for all employees,**
3) **State stabilization aid $7M**
4) **Capital expenses $13.8M**
5) **Information Technology items required to harden our systems**

# NJCU

## Year End Financial Data and Proposed FY25 Budget

| | FY 2020 | FY 2021 | FY 2022 | FY 2023 | FY 2024 | FY 2025 |
|---|---|---|---|---|---|---|
| **REVENUES** | Audited | Audited | Restated | Audited | Approved Budget | Proposed Budget |
| Tuitions & Fees | 99,034,000 | 96,878,000 | 92,545,000 | 89,098,000 | 82,250,000 | 86,171,124 |
| Auxiliary Enterprises | 3,591,000 | 1,703,000 | 2,927,000 | 4,200,000 | 3,880,000 | 5,446,500 |
| Waivers and Discounts | (9,576,000) | (10,717,000) | (14,293,000) | (14,000,000) | (9,201,000) | (9,500,000) |
| Federal, State & Private Grants | 4,544,000 | 4,262,000 | 6,265,000 | 1,499,000 | 1,499,000 | 1,499,000 |
| State Appropriation | 21,532,000 | 26,692,000 | 30,924,000 | 26,836,000 | 23,586,000 | 27,906,000 |
| Outcome Based Allocations | - | - | - | 7,077,000 | 8,127,000 | 8,127,000 |
| Stabilization Aid | - | - | - | - | 10,000,000 | 7,000,000 |
| State Paid Fringe Benefits | 24,258,000 | 25,777,000 | 23,916,000 | 20,296,000 | 18,235,750 | 19,026,225 |
| Stimulus Funds | 5,523,000 | 27,187,000 | 16,747,000 | 12,757,000 | - | - |
| All Other Revenue | 3,661,000 | 1,140,000 | 4,838,000 | 3,496,000 | 4,182,000 | 3,491,500 |
| **Total Revenue** | **152,567,001** | **172,922,000** | **163,869,000** | **151,259,000** | **142,558,750** | **149,167,349** |
| | | | | | | |
| **EXPENSES** | Audited | Audited | Restated | Audited | Approved Budget | Proposed Budget |
| Salaries and Wages | 92,439,000 | 86,200,000 | 88,581,000 | 78,134,000 | 74,467,511 | 76,104,901 |
| Fringe Benefits | 23,745,000 | 26,363,000 | 22,348,000 | 20,296,000 | 18,634,327 | 19,026,225 |
| Insurance | 499,000 | 424,000 | 478,000 | 469,000 | 470,000 | 530,000 |
| Utilities | 2,894,000 | 2,728,000 | 3,273,000 | 4,850,000 | 4,350,000 | 3,500,000 |
| Other Non-Personnel Expense | 27,979,000 | 26,717,000 | 24,758,000 | 18,209,684 | 13,782,546 | 28,357,513 |
| CARES/HEERF Direct Payments | 3,894,000 | 6,582,000 | 7,183,000 | 5,751,000 | - | - |
| Bad Debt & Other Student Aid | 3,626,000 | 3,461,000 | 2,284,000 | 3,601,316 | 3,702,331 | 2,585,134 |
| Interest on Debt | 6,421,000 | 5,972,000 | 6,246,000 | 6,388,000 | 6,359,738 | 6,344,861 |
| Depreciation | 10,554,000 | 10,559,000 | 10,529,000 | 10,757,000 | 10,105,000 | 9,760,356 |
| **Total Expenses** | **$ 172,051,000** | **$ 169,006,000** | **$ 165,680,000** | **$ 148,456,000** | **$ 131,871,453** | **$ 146,208,990** |
| **Surplus/Deficit** | **$ (19,483,999)** | **$ 3,916,000** | **$ (1,811,000)** | **$ 2,803,000** | **$ 10,687,297** | **$ 2,958,359** |

| Description of Request | Amount |
|---|---|
| Gilligan Student Union Multipurpose Room Renovation | $ 100,000.00 |
| Telescoping Bleachers | $ 100,000.00 |
| Campus Copier Machine Replacement | $ 300,000.00 |
| Boiler Plant | $ 4,000,000.00 |
| Rossey Hall Chiller | $ 3,000,000.00 |
| Parking Garage | $ 900,000.00 |
| AHM/Grossnickle Renovation | $ 1,000,000.00 |
| Vodra Hall Remodel | $ 3,600,000.00 |
| 120 Dell Optiplex Form Factor | $ 101,274.00 |
| Capital Requests less than 100k | $ 697,734.95 |
| **FY 2025 Capital Budget Requests** | **$ 13,799,008.95** |

**These numbers may change based upon final budget amendments submitted for capital support of NJCU**

NJCU is still working with all funding options to improve the learning environment for our students, faculty and staff. Some of the larger options are:

1) State of NJ capital infusion,
2) State of NJ and Federal grant programs,
3) Energy company grants and programs,
4) Other energy options for solar,
5) Historic grants for Hepburn Hall
6) Increase the budget for capital spending.

The solution will need to be an overall combinations of all these options.

# NJCU

**Board of Trustees Public Session**

PERSONNEL ACTIONS

June 24, 2024

- o **Faculty and Staff Personnel Actions**
    - ▪ Faculty Reappointments
    - ▪ Managerial and Professional Staff Promotions & Temporary Appointments
    - ▪ Professional Staff Reappointments
- o **New Hires**
    - ▪ New Hires: Faculty, Managerial and Professional Staff & Temporary Appointments

# **Faculty and Staff Personnel Actions**

**Group 1- Faculty Candidates for Reappointment for September 1, 2024**

Faculty to the 7th Year and Tenure (Effective September 1, 2024)
1. Dr. Manuela Caciula, Associate Professor, Fitness, Exercise & Sports
2. Dr. Nava Cohen, Assistant Professor, Accounting
3. Dr. Anthony Esposito, Assistant Professor, Biology
4. Dr. Victor Tuazon, Associate Professor, Counselor Education
5. Dr. Michael Wiltsey, Associate Professor, Professional Security Studies
6. Dr. Ling Yang, Assistant Professor, Accounting
7. Dr. Wei Zhang, Associate Professor, Psychology
8. Dr. Xiaodi Zhu, Assistant Professor, Finance

Faculty to the 6th Year (Effective September 1, 2024)

1. Dr. Abdullah Al Hayajneh, Assistant Professor, Professional Security Studies
2. Dr. Juste Codjo, Assistant Professor, Professional Security Studies
3. Dr. Nelda Ephraim, Assistant Professor, Nursing
4. Dr. Jennifer Pax, Assistant Professor, Sociology and Anthropology

*Faculty to the 5th Year (Effective September 1, 2024)*

1. Dr. Moitrayee Chatterjee, Assistant Professor, Computer Science
2. Lijun Ruan, Assistant Professor, Accounting

**Group 2- Faculty Candidates for Reappointment for September 1, 2024**

Faculty to the 4th Year (Effective September 1, 2024)

1. Dr. Lauren Johnson, Assistant Professor, Management
2. Dr. Jonathan Rosen, Assistant Professor, Professional Security Studies

Faculty to the 3rd Year (Effective September 1, 2024)

1. Ms. Martha Mooke, Assistant Professor, Music, Dance and Theatre

**Non-Tenure Track Positions for Reappointment for September 1, 2024 - June 30, 2026**

1. Dr. Walter Nugent, Senior Lecturer, Fire Science
2. Dr. Michael O'Neill, Senior Lecturer, Accounting
3. Dr. Emerson Silva, Lecturer, Sociology, Anthropology and Social Work

Note: As of BOT Meeting - May 2, 2024

**Faculty Temporary to Permanent Appointment**

1. Jeanette Baubles, Assistant Professor
   Educational Leadership
   New Salary: $89,673.58
   Effective: 09/01/2024

**Managerial Staff**

1. Michael Arbitblit, Assistant Registrar, Transfers
   Registrar
   New Salary: $85,000
   Effective: 05/06/2024

2. Robert Cole, Director, Athletics
   Athletics
   New Salary: $127,513.04
   Effective: 06/01/2024

**Professional Staff Regular Appointments**

1. Alan Cruz, Pre-College Programs Director (Assistant Director 1)
   VP Academic Affairs
   New Salary: $79,862.64
   Effective: 06/03/2024- *(Grant Funded)*

2. Douglass Bailey, Academic Advisor- PSS3
   University Advisement Center
   New Salary: $77,105.79
   Effective: 05/20/2024

3. Steven Haber, Academic Advisor- PSS2
   University Advisement Center
   New Salary: $99,949.25
   Previous Salary: $158,013.58 (Professor, English)
   Effective: 07/01/2024- *AFT Retrenchment Resolution*

**Professional Staff Appointments**

1. Jahshae Stewart, Crew Leader/Vocational & GED Instructor Counselor- PSS4
   Youth Corp
   New Salary: $74,631.08
   Effective: 05/06/2024 – *(Grant Funded)*

# NJCU

# <u>New Hires</u>

## <u>Faculty Appointments</u>

1. Elizabeth Lozano, Assistant Professor
   Psychology
   Salary: $ 87,604.91
   Effective: 09/01/2024

2. Josh Williamson, Assistant Professor
   Fitness, Exercise & Sports
   Salary: $81,346.60
   Effective: 09/01/2024

## <u>Faculty Temporary Appointments</u>

1. Ana DaSilva Jesus, NTTP Lecturer, 12 months
   Mathematics/Dept. Teaching, Learning & Literacy
   Salary: $ 90,671.08
   Effective: 08/15/2024

## <u>Managerial Regular Appointments</u>

1. Fairleen Napalit, Grant Accountant
   Controller's Office
   Salary: $90,000.00
   Effective: 07/01/2024

## <u>Managerial Temporary Appointments</u>

1. Jack MacPherson
   Fiscal Monitor, Project Manager
   Salary: $31,500.00 *hourly rate annualized*
   Effective: 06/03/2024

![NJCU logo]

**Professional Staff Regular Appointments**

1. Cheyenne Medina, Academic Advisor
   University Advisement Center
   Salary: $71,516.48- Professional Services Specialist 3
   Effective: 06/03/2024

2. Ashley Merchant, Academic Advisor
   University Advisement Center
   Salary: $71,516.48- Professional Services Specialist 3
   Effective: 06/03/2024

**Professional Staff Temporary Appointments**

1. Jason Estevez, Head Men's Wrestling Coach
   Athletics
   Salary: $65,552.74 – Professional Services Specialist 3
   Effective: 05/06/2024

### Resolution  Establishing Bachelor of Arts in Secondary Education

**WHEREAS:**     The Department of Teaching, Learning, and Literacy in the Deborah Cannon Partridge Wolfe College of Education at New Jersey City University has proposed a new Bachelor of Arts in Secondary Education; and

**WHEREAS:**     Completion of the BA in Secondary Education prepares one for a career as a teacher in elementary, middle, and high schools in which subjects are taught separately. Candidates for this certification complete education coursework and thirty six (36) credits in one of the following departments offered by the William J. Maxwell College of Arts and Sciences:  Biology,  English,  History, or Mathematics; and

**WHEREAS:**     The program was reviewed and approved by the Department of Teaching, Learning, and Literacy; the  College of Education Curriculum Committee; the Senate Curriculum and Instruction Committee; the Senate Planning Committee, Development and Budget Committee; and academic officers of the University and all notice requirements; and be it therefore

**RESOLVED:**     That the Board of Trustees of New Jersey City University on this day 24th day of June of year 2024 hereby approves upon recommendation of the University President the new Bachelor of Arts in Secondary Education.

# : BACHELOR OF ARTS IN SECONDARY EDUCATION

## In Workflow

1. Elementary/Secondary Education Department Curriculum Committee Chair (amartin6@njcu.edu)
2. Elementary/Secondary Education Department Chair (mrosen@njcu.edu)
3. CEDUC Curriculum & Instruction Committee Chair (amartin6@njcu.edu)
4. CEDUC Dean (lsutton@njcu.edu)
5. Senate Curriculum & Instruction Committee Chair (mrosen@njcu.edu; cfrost@njcu.edu)
6. Senate Planning Development and Budget Committee Chair (hhaouari@njcu.edu; ywei@njcu.edu)
7. Senate President (fmoran@njcu.edu)
8. Provost (dbreault@njcu.edu)
9. Board of Trustee's Secretary (Board of Trustees Secretary@njcu.edu)
10. AIC Committee Chair (bschery1@njcu.edu)
11. Registrar (nsaiboo@njcu.edu)
12. PeopleSoft (PeopleSoft@njcu.edu)

## Approval Path

1. Mon, 29 Jan 2024 21:23:06 GMT
   AMARTIN6: Approved for Elementary/Secondary Education Department Curriculum Committee Chair
2. Wed, 31 Jan 2024 15:46:23 GMT
   Michelle Rosen (mrosen): Approved for Elementary/Secondary Education Department Chair
3. Wed, 31 Jan 2024 21:04:06 GMT
   Adrian Martin (amartin6): Approved for CEDUC Curriculum & Instruction Committee Chair
4. Fri, 02 Feb 2024 17:51:40 GMT
   Lourdes Sutton (lsutton): Approved for CEDUC Dean
5. Thu, 08 Feb 2024 21:10:17 GMT
   Corey Frost (cfrost): Approved for Senate Curriculum & Instruction Committee Chair
6. Tue, 05 Mar 2024 02:42:35 GMT
   Hanae Haouari (hhaouari): Rollback to Senate Curriculum & Instruction Committee Chair for Senate Planning Development and Budget Committee Chair
7. Tue, 23 Apr 2024 02:12:38 GMT
   Michelle Rosen (mrosen): Approved for Senate Curriculum & Instruction Committee Chair
8. Thu, 25 Apr 2024 15:55:09 GMT
   Hanae Haouari (hhaouari): Approved for Senate Planning Development and Budget Committee Chair
9. Thu, 09 May 2024 17:33:25 GMT
   Fran Moran (fmoran): Approved for Senate President
10. Mon, 20 May 2024 13:30:14 GMT
    Donna Breault (dbreault): Approved for Provost

### New Program Proposal

Date Submitted: Sun, 12 Nov 2023 19:49:15 GMT

### Viewing: Bachelor of Arts in Secondary Education

### Last edit: Mon, 22 Apr 2024 17:27:19 GMT

Changes proposed by: mrosen

**Contact Information**

| Name: | Title | Phone Number: |
|---|---|---|
| Michelle Rosen | Chair and Associate Professor | 908-229-0818 |

**Effective Academic Year**

2023-2024

**Program Title**

Bachelor of Arts in Secondary Education

**Academic Level**

Undergraduate

**Type of Program**
Undergraduate Major

**Degree Type**
B.A.

**Total Credit / Semester Hours**
120

## Program Overview/Catalog Description and Requirements for Admission

**In the first paragraph, briefly summarize the program overview/catalog description. Then provide the requirements for admission.**

Completion of this BA in Secondary Education prepares one for a career as a teacher in elementary, middle, and high schools in which subjects are taught separately. Candidates earn teaching certification for grades K-12; however, most job opportunities will be for the middle and secondary grades. Candidates for this certification complete education coursework and thirty six (36) credits in one of the following departments offered by the William J. Maxwell College of Arts and Sciences (CAS): Biology, English, History, or Mathematics, Please contact the appropriate department for CAS requirements and advisement.

THE REQUIREMENTS FOR ADMISSION TO THIS CONCENTRATION ARE:

- A minimum cumulative undergraduate grade point average (CGPA) of 3.0.
- A minimum of B- or better on all education courses
- Passing scores on the Praxis CORE, **or** 560 verbal, 540 Math on the SAT, **or** 23 or higher on the ACT, **or** 155 verbal, 156 quantitative on the GRE.

Passing scores on the Praxis CORE Academic Skills for Educators Tests, as of 9/1/19:

- Math Test #5733        Passing Score 150
- Reading Test #5713    Passing Score 156
- Writing Test #5723     Passing Score 162

**College**
College of Education

**Departments**

| Deparment(s) / Academic Units(s) of Origin: |
| --- |
| Elementary/Secondary Education Department |

## Program Announcement

**Program Objectives**

| Objectives |
| --- |

Upon completion of the Secondary Education program, we make the following claims:

Our candidates demonstrate mastery of the subject matter they plan to teach.
Our candidates demonstrate their pedagogical knowledge, integrating their understanding of their pupils' developmental levels, individual differences, learning exceptionalities, and sociocultural backgrounds.
Our candidates demonstrate effective instruction, caring behavior, and reflection to improve practice.
Our candidates know and value how individuals are shaped by their life experiences as mediated by factors such as social class, gender, race, ethnicity, language, sexual orientation, age, and social needs. Our candidates know, value, and engage in culturally responsive teaching to promote social justice, particularly in our urban areas.
Our candidates are able to use appropriate technology in carrying out their professional responsibilities.

# Evaluation & Learning Outcomes Assessment Plan

**Program Goals**

| Program Goals |
| --- |

Aligned with one of NJCU's strategic goals of developing and implementing a signature NJCU undergraduate experience that develops lifelong learners, the College of Education stands by its strong commitment to prepare excellent teachers. Within this goal, this program will increase the experiential learning opportunities for our students with the built-in internship experience beginning in year 2. The program looks to create a transformative teacher preparation experience in which highly qualified, experienced teachers will be cultivated in an effort to facilitate the academic growth of our K-12 students in both the NJCU academic and authentic K-12 partner classrooms.

Through our already existing partnerships with our K-12 partners and state government agency, the College of Education faculty stays true to its core mission of producing top-quality professionals with concrete content knowledge, a deep internship experience working alongside experienced teachers for 3 + years on top of their clinical experiences.

Graduates from this proposed program will be certified to teach K-12 content area with the option to take additional credits to earn certificates in ESL, Bilingual and Special Education. With this curriculum, graduates will be well equipped to provide quality instruction in diverse learning environments for diverse learners.

**For Online Catalog Publication: Program Student Learning Outcomes**

The College of Education is dedicated to the belief that education is transformative and empowering and that social justice can best be accomplished through an educated citizenry.

- Our candidates demonstrate mastery of the subject matter they plan to teach.

\#    Our candidates demonstrate their pedagogical knowledge, integrating their understanding of their pupils' developmental levels, individual differences, learning exceptionalities, and sociocultural backgrounds.

\#    Our candidates demonstrate effective instruction, caring behavior, and reflection to improve practice.

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\#    Our candidates are able to use appropriate technology in carrying out their professional responsibilities.

**Student Learning Goals**

**Student Learning Goals**

1. Alignment with CAEP
The College of Education teacher preparation programs participate in the Council for the Accreditation of Educator Preparation (CAEP)'s cycle of planning and assessment which acts as our accreditation agency and through the InTASC Standards.

NJCU completed its final TEAC review in 2012 before its transition to CAEP in 2017. College of Education advanced programs recently completed a CAEP review in June 2021 and successfully renewed accreditation at that time. The next CAEP review (for initial and advanced programs) will occur in 2024 We plan to complete the "CAEP Program Review" option with available data since we hope to launch this program by Fall 2024.

The program coordinator will assess student outcomes as they progress through the program. This will use disaggregated data from other teacher preparation programs, draft reports to the accreditation agency, and general program oversight. The program will depend on multiple data sources (* see attached) to ensure alignment with the most recent CAEP accreditation standards:

Standard 1 – Understanding and Addressing Each Child's Developmental and Learning Needs.
Candidates use their understanding of child growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children's strengths and needs and how to motivate their learning.

#The program plans to use generated data to gauge overall student performance, evaluate the program and examine the overall quality.

Standard 2 – Understanding and Applying Content and Curricular Knowledge for Teaching.
Candidates demonstrate and apply understandings of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across literacy, mathematics, science, and social studies.
# The program will build upon a literacy rich curriculum that transcends into all content areas equipping graduates with the knowledge and ability to reach all learners across disciplines. Candidates demonstrate and apply understandings of the elements of literacy critical for purposeful oral, print, and digital communication.

Standard 3 – Assessing, Planning, and Designing Contexts for Learning.

Candidates assess students, plan instruction and design classroom contexts for learning. Candidates use formative and summative assessment to monitor students' learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners' diversity. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. They build interpersonal relationships with students that generate motivation, and promote students' social and emotional development.
# The program will strengthen candidates' abilities to administer formative and summative assessments regularly to determine students' competencies and learning needs. The curriculum will pay particular attention to the use of assessment results to improve instruction and monitor learning.

Standard 4 – Supporting Each Child's Learning Using Effective Instruction.
Candidates make informed decisions about instruction guided by knowledge of children and assessment of children's learning that result in the use of a variety of effective instructional practices that employ print, and digital appropriate resources. Instruction is delivered using a cohesive sequence of lessons and employing effective instructional practices. Candidates use explicit instruction and effective feedback as appropriate, and use whole class discussions to support and enhance children's learning. Candidates use flexible grouping arrangements, including small group and individual instruction to support effective instruction and improved learning for every child.
# The program will build upon a variety of instructional practices that support the learning of every child. It will reinforce the importance of teaching a cohesive sequence of lessons to ensure sequential and appropriate learning opportunities for each child and the importance of providing constructive feedback to guide children's learning, increase motivation, and improve student engagement.

Standard 5 - Developing as a Professional Candidates.
Candidates promote learning and development of every child through participation in collaborative learning environments, reflective self-study and professional learning, and involvement in their professional community.
#This is the heart of our program where candidates are able to understand the professional life of a teacher by working in actual classrooms beginning in year 2. Working as interns in classrooms will enhance the overall teacher preparation program experience and solidify its impact for both the candidate and the K-12 partners.

SLO1: Candidates use their understanding of child growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children's strengths and needs and how to motivate their learning.

1.a – Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally

**Student Learning Outcomes**

## Student Learning Outcomes

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**Learning Outcome Assessment Methods**

See above in SLOs

**Program Evaluation Methods**

See attached

**Mechanisms Supporting Assessment & Evaluation**

See attached

**Relationship & Impact on Institutional Strategic Plan**

Aligned with one of NJCU's strategic goals of developing and implementing a signature NJCU undergraduate experience that develops lifelong learners, the Deborah Cannon Partidge Wolfe College of Education stands by its strong commitment to prepare excellent teachers. Within this goal, this program will increase the experiential learning opportunities for our students with the built-in internship experience beginning in year 2. The program looks to create a transformative teacher preparation experience in which highly qualified, experienced teachers will be cultivated in an effort to facilitate the academic growth of our K-12 students in both the NJCU academic and authentic K-12 partner classrooms.

Through our already existing partnerships with our K-12 partners and state government agency, the College of Education faculty stays true to its core mission of producing top-quality professionals with concrete content knowledge, a deep internship experience working alongside experienced teachers for 3 + years on top of their clinical experiences.

**Justification of Need**

There is not currently a BA in Secondary Education. As is, students wishing to become K-12 certified teachers must first complete a program from the CAS which requires more credits than what is required by the NJDOE. The NJDOE requires 30 credits in the content area they are seeking certification. On par with other NJ institutions, reducing the CAS credits to 36 allows students in this program to add multiple teaching endorsements to their degree. Students will have the option to graduate with additional endorsements in ESL, Bilingual and Special Education.

**Anticipated Student Enrollment**

100 (data based)

**Program Resources**

Current program resources are sufficient as this new program is transitioning
the current K-12 certification programs into a formal major program.

**Attach Resources (if needed)**

BA Secondary Education Program Evaluation Methods.docx
BA Seondary Education Degree Map.docx

**Budget**

current budget is sufficient

**Facilities**

n/a

**Curriculum Map/Degree Map: (Utilize Plan of Study Grid option)**

See attached degree map

**Degree Requirements: (Utilize Course List Option)**
**THE REQUIREMENTS FOR COMPLETION OF THIS DEGREE TRACK ARE**:

Completion of NJCU General Education requirements or equivalent
Successful completion of courses in content program and certification areas
Passing scores on appropriate Praxis II Exams
A minimum cumulative GPA of 3.0
Successful completion of clinical practice I and II
Obtaining a passing score on the performance assessment, as required by the New Jersey Department of Education.

**Reviewer Comments**

**AMARTIN6 (Mon, 29 Jan 2024 21:23:02 GMT):** Approved on behalf of Adrian Martin on 1/29/24 and moved to the next level in the workflow with his permission; CIM error is limiting his access. (SOCONNOR)

**Hanae Haouari (hhaouari) (Tue, 05 Mar 2024 02:42:35 GMT):** Rollback: The committee would like to know if the 30 credits from other CAS department is still applicable since some of the department listed do not offer teacher certification. Also the committee would to know if the faculty salary includes adjuncts. The enrollment and the faculty salary affect the budget.

Key: 312

**RESOLUTION** RATIFYING **MERGER OF MULTICULTURAL EDUCATION AND EDUCATIONAL LEADERSHIP TO FORM THE DEPARTMENT OF MULTICULTURAL LEADERSHIP**

**WHEREAS:** The Board of Trustees of New Jersey City University has general supervision over New Jersey City University (University) and has authority in matters involving the programs and degree levels to be offered by the University consistent with its programmatic mission and institutional plan, N.J.S.A. 18A:64-1 and -6; and

**WHEREAS**: In response to the declaration of a financial emergency in June of 2022, the University has engaged in aggressive restructuring of its various divisions and departments; and

**WHEREAS**: As part of the restructuring efforts, the University's Division of Academic Affairs is engaging in a comprehensive reorganizational plan to reduce the University's academic portfolio, which is designed to ensure that all programmatic offerings are sustainable, of high academic quality, and consistent with the University's mission of providing a diverse population with an excellent university education; and

**WHEREAS:** The faculty of the Departments of Multicultural Education and Educational Leadership, all housed within the Deborah Cannon Patridge Wolfe College of Education, have proposed a merge of those two departments to form a single department titled the **Department of Multicultural Leadership**; and

**WHEREAS**: This proposed merger will permit faculty to leverage collective expertise to develop a more integrated curriculum for the benefit of university students, as well as providing a method for sharing certain administrative responsibilities to reduce costs; and

**WHEREAS**: Pursuant to the University's policy for Creating, Merging or Dissolving Academic Departments, faculty members have submitted all necessary information relating to the proposed merger of these two departments, including but not limited to statements elaborating upon the academic quality of the proposed merger, budgetary implications, and the relationship between this merger and the University's strategic plan; and

**WHEREAS**: Pursuant to University policy, the University Senate has considered the proposed merger and approved same on October 16, 2023, and

**WHEREAS**: Pursuant to University policy, the Interim Provost has considered the proposed merger and approved same on October 26, 2023; be it therefore

**RESOLVED:** That the Board of Trustees of New Jersey City University on this 24th day of June of 2024, hereby approves upon recommendation of the University President the merger of **Multicultural Education and Educational Leadership** for the formation of the Department of **Multicultural Leadership**.

**Deborah Cannon Partridge Wolfe College of Education**
**Change in Nomenclature from the Children's Learning Center to the Jo Anne Juncker Children's Learning Center at New Jersey City University**

**WHEREAS:** The College of Education at New Jersey City University has proposed to change the name of the Children's Learning Center to Jo Anne Juncker Children's Learning Center at New Jersey City University; and

**WHEREAS:** The proposed change in nomenclature was introduced to the University Senate and was approved on May 6, 2024, by Tracy Amerman, Senator, Educational Technology; Donna Farina, Senator, Multicultural Education; Michelle Rosen, Senator, Department of Teaching, Learning, and Literacy; Christopher Shamburg, Senator at Large, College of Education; and

**WHEREAS:** In 1982, Dr. Jo Anne Juncker founded the Children's Learning Center. She was also a faculty member in the College of Education from 1982-2012. She passed away on November 21, 2022, and will be honored posthumously with this recognition; and

**WHEREAS:** Dr. Juncker is recognized as a groundbreaking figure in early childhood education, graduate education, accreditation of the College of Education, and the University as a whole and influenced countless early childhood teachers, students, and colleagues during her 30 years of service at NJCU. Anyone who had the privilege of working with or learning from her was infinitely richer from the experience; and

**RESOLVED:** That the Board of Trustees of New Jersey City University on this 24th day of June 2024 hereby approves the proposal to change the name upon recommendation of the University President:

**From:** Children's Learning Center
**To:** Jo Anne Juncker Children's Learning Center at New Jersey City University

**Resolution Ratifying University Undergraduate Academic Standing Policy**

**WHEREAS:** The Undergraduate Academic Standing Policy has been reviewed and updated to ensure consistency with new academic master plan and strategic enrollment plan key performance indicators and priorities; and

**WHEREAS:** The Academic Standards Committee proposed a revised, newly aligned Undergraduate Academic Standards Policy; and be it therefore

**RESOLVED:** That the Board of Trustees of New Jersey City University on this 24th day of June 2024 hereby upon recommendation of the University President approves the University Senate's Revisions to the Undergraduate Academic Standing Policy.

# Undergraduate Academic Standing

Each student's academic standing is determined by the student's cumulative grade point average (CGPA; See Cumulative Grade Point Average). Failure to maintain a minimum CGPA according to the established regulations will result in an academic warning, probation, suspension, or dismissal from the University.

The minimum cumulative grade point average required by the University is 2.0 unless a higher minimum cumulative grade point average is required by a specific major or academic program and published in the university catalog.

**Academic Standing will be reviewed at the end of each academic term, including the completion of summer term.  A student who fails to meet the required academic standards will be notified and may be placed on one of the following.**

### ACADEMIC WARNING

- Insignificant academic progress resulting in low CGPA for one or more semesters.
- Depending upon the student's cumulative grade point average at the end of the academic term, the Office of the Provost may implement additional sanctions (i.e., probation, suspension, and/or dismissal).

### ACADEMIC PROBATION

- A student will be placed on probation following the semester the student's CGPA falls below the minimum cumulative grade point average required by the University or enrolled major/ academic program.
- A student on probation cannot enroll for more than 13 credits during the following semester(s) or maximum of one course per summer session.
- A student will have a maximum of two consecutive semesters to bring up their CGPA.

### ACADEMIC SUSPENSION

- A student who has been on probation for two consecutive semesters or holds a cumulative grade point average lower than the minimum required by the University or declared major/academic program may be suspended.

### ACADEMIC DISMISSAL

- A student may be dismissed from the University if their academic progress does not improve, or a student remains over consecutive semesters on probation or holds a cumulative grade point average lower than the minimum required by the University or declared major/academic program.

**Appeals Procedures**

- Students under academic suspension or dismissal may appeal the classification within two weeks of receipt of the official notice by completing an appeal application. (linked)
- The Academic Appeals Committee will review the submitted appeal form and any submitted materials and make a recommendation to the Assistant Provost for student success and retention or their designee.
- The Assistant Provost for Student Success and Retention or designee will review the decision made by the committee and issue a memo of support or non-support to the Provost and Sr. Vice President for Academic Affairs
- A final decision will be made by the Provost and Sr. Vice President of Academic affairs and/or their designee.
- The student will be notified through their personal and NJCU emails.
- The full appeals policy can be found here (linked)

Returning to NJCU

A student who does not appeal or is not granted an appeal to remain at the University can seek readmission under the following conditions.

- Enroll in another higher education institution for a minimum of two semesters, including summer.
  - Consult with an NJCU academic advisor to transfer credits back to NJCU.

Or,

- Earn an associate degree at a community college.
- Maintain the minimum cumulative grade point average as required by the University and declared major/academic program or other NJCU readmission policy.
- Complete an application for readmissions, online (linked)
- Have all transcripts sent to admissions.

Any student who is conditionally readmitted to the university after separation will reenter with their previous CGPA and be required to adhere to the following requirements:

- Maintain a minimum cumulative grade point average required by the university or the specific major/academic program.
- Enroll in no more than 13 credits for the Fall/Spring semesters and no more than 3 credits per summer term without permission from an academic Dean or Provost.
- Conduct academic advisement each semester in-person.
- Enroll in no more than 2 online courses (Hybrid, Fully Remote, Hyflex) without academic Dean or Provost permission.
- Agree to enroll in and attend academic support/success programs as required by the institution.
- Adhere to additional enrollment requirements as outlined within the notice of readmission.
- Upon conditional readmission to NJCU student cannot remain on probation for more than two semesters.

A reinstated student who does not maintain a minimum semester or cumulative grade point average as required by the declared major, can be dismissed for a final time.

**Approved by the University Senate:** May 6, 2024

**Resolution Ratifying Amended University Grading Policy**

**WHEREAS:** University Grading Policies which include Pass/Fail, Incomplete, Repeat a Course, Grade Posting, Change of Grade, Grade Recomputation, Grade Point Average, Cumulative Grade Point Average, Newly created, and How to read your transcript; all have been reviewed for consistency with the University's new student success focuses and initiatives as detailed in the academic master plan and strategic enrollment plan; and

**WHEREAS:** The University Senate's Academic Standards Committee proposed updates to the listed policies which were approved by the University Senate on May 6, 2024; and be it therefore

**RESOLVED:** That the Board of Trustees of New Jersey City University on this 24th day of June 2024 hereby approves upon recommendation of the University President the updated University Grading Policy.

# Grading Policies

**Grading System**

The academic standing of each student is determined by the earned grade at the completion of each course. Each letter grade is assigned a value. The following grades and values are used at NJCU:

| Grade | Value |
|---|---|
| A | 4.0 |
| A- | 3.7 |
| B+ | 3.3 |
| B | 3.0 |
| B- | 2.7 |
| C+ | 2.3 |
| C | 2.0 |
| C- | 1.7 |
| D | 1.0 |
| P (Pass) | Grade does not affect GPA |
| F (Fail) | 0.0 |
| W (Withdraw) | Grade does not affect GPA |
| WA & WU | Grade does not affect GPA |
| WC | 0.0 |
| IN (Incomplete) | Temporary grade |
| FI | 0.0 <br> Incomplete turns to F after deadline |
| R (Repeat) | Academic Foundations Courses only <br> Grade does not affect GPA |

**Pass/Fail Options**

A student has the option of requesting a final grade of Pass or Fail (Pass/Fail) instead of a letter grade in the following course types:

- Elective
- General Education Program electives or,
- Academic minor course
    - At the discretion of any department, certain courses within the major can be designated "Pass/Fail." Please speak to your major department.
    - Departments can designate using the university designated form.

According to the following guidelines:

- The Pass/Fail option is limited to nine (9) total credits.
- No more than one (1) course per semester may be selected under this option.
- The Pass/Fail option is not available for All University Requirement courses.
- Pass/Fail evaluation is interpreted to mean a grade of "Pass" for satisfactory completion of course requirements and a grade of "Fail" for an unsatisfactory completion of course requirements.

**Pass/Fail Procedure**

- The Pass/Fail option may be designated by the student only during the following timeframes in a given semester.
    - Spring deadline is April 15
    - Fall deadline is November 15
    - Summer and winter session in alignment with the final withdraw deadline as provided in the academic calendar. (Link to Academic Calendar)
- Each student must submit, to the Registrar's Office, a completed Pass/Fail form designating his/her choice of the Course for P/F evaluation.
- A student's election of a Pass/Fail grade may not be changed after the form is filed in the Registrar's Office.
- A copy of the form can be found here. (Linked)

**IN (Incomplete) Grade**

Used only in extraordinary circumstances, the "IN"grade grants an <u>actively enrolled</u> student further time to complete required course work. Used only when a student has missed class time or work due to unplanned absence but has been in touch with the instructor throughout the semester.

**IN Procedure**

1. A student may request an incomplete grade. Note: documentation is required based on the circumstance.
2. Faculty may recommend an incomplete grade to assist a student who has shown desire to complete the course under difficult circumstances.
3. An Incomplete Grade Request Form which is an agreement between student and faculty on scope of work and timeframe, must be filled out. (Form Linked) (Example of the form attached TBC by Registrar)
4. The Request Form should be signed by the faculty and student and forwarded to the Academic Program Dean's Office for final approval.
5. An email will be sent out to all parties once the agreement is finalized along with a copy of the form.
6. It is the responsibility of the student to complete the work and the responsibility of the course faculty to review and grade completed work.
7. In situations where the course faculty is not retained in the completion semester the responsibility falls to the department chair to ascertain the previous work and grade the course.

The deadline for a change of grade for an "IN" is last day of classes of the next semester.

- Fall course deadline is the last day of classes of the following Spring semester.
- Winter course deadline is the last day of classes of the Spring semester.
- Summer Course deadline is the last day of classes of the Fall semester.
- Spring course deadline is the last day of classes of the following Fall semester.

Incomplete grades that are not resolved by the deadline will automatically be converted to "FI" grade.

**Withdrawal Grades**

- Students seeking to withdraw from a course during the Semester must complete an official Withdrawal Form, and submit to the Registrar's Office, either via email or in person at Hepburn Hall, Room 214.
- The withdrawal form can be found online here. (Linked)
- Withdrawn course(s) will reflect a "W" grade on the transcript. No grade will be provided once a student files for a withdrawal.
- **Please go to the Withdraw Policy for more information on types of Withdrawals and Refunds. (linked)**

**Repeat (R) Grade**

Repeat grades are used under the following conditions.

- Only used for Academic Foundations courses

- Academic Foundation Courses (ENG 95, 98, Math 95)
- Students who demonstrate progress in a course but not sufficient progress to warrant a passing grade.
- Any student who receives an "R" grade must either repeat the course or demonstrate the ability to advance to the next level of course work through a supplemental program.
- Academic Foundation courses (catalog number less than 100) are not calculated in the grade point average or total number of credits earned.

## Grade Posted

Final grades are posted to the transcript within three weeks following the last day of the semester. Grades can be accessed via the Internet at GothicNet. (linked)

## Change of Grade

Change of Grade is a faculty-initiated action should there be a correction that is required, or work is completed and a higher grade is warranted.

A Grade change form, (Linked) must be submitted to the Registrar's Office prior to posting the degree. A Grade change will not be approved once the degree is posted.

## Grade Recomputation

A student can repeat a course and have the lower grade received for that course excluded from the grade point average. Grade recomputation is automatically applied from the Registrar's Office. The following conditions apply:

- All grades will remain on the official transcript. An explanation of this policy appears on the transcript.
- Credit for course repeated is applicable only once toward the degree.
- A student may receive grade recomputation up to a maximum of 16 credits.
- This policy does not apply to students who have graduated.
- This policy is not retroactive. Courses repeated prior to the fall of 2014 require a form be submitted to the Registrar's Office.
- **Course coded with plagiarism are excluded from the recomputation policy.**

The recomputation form can be accessed here (linked) if required.

PLEASE NOTE: Veterans Administration education benefits are not payable for courses previously completed unless the completed course has a grade of "F" and/or if the course has a minimum grade requirement for the student's major program of study. For additional

information on the above policy or veteran affairs, please contact the Office of Military & Veterans Services (linked)

**Grade Point Average:**

Students earn points based on the letter grade with A = 4 and F = 0, in each course. The quality points are then multiplied by the number of credits that course carries to calculate the GPA each semester.

Example

| Course grade | Points value | Hours | Credits | Calculation | GPA |
|---|---|---|---|---|---|
| A | 4.0 | 3 | 3 | 3.0 x 4 = | 12 |
| C | 2.0 | 3 | 3 | 3.0 x 2 = | 6 |
| D | 1.0 | 3 | 3 | 3.0 x 1 = | 3 |
| F | 0.0 | 3 | 0 | 3.0 x 0 = | 0 |
| | | | | Total | 21 |
| | | | | Total hours | 12 |
| | | | | GPA (Points/Hours) | 21/12=1.75 GPA |

**Cumulative Grade Point Average**

The Cumulative Grade Point Average (CGPA) reflects the total of all grades earned for all semesters. It is determined by dividing the total of all grade points by **the sum total** of all credit hours attempted.

Example

In the example above the student earned a 1.75 GPA based on 21 points. In the next semester the student earns a 2.6 GPA.

| Semester 1 | Semester 2 | Calculation | CGPA |
|---|---|---|---|
| 1.75 | 2.6 | 21.00 + 31.20 = 52.20 | 2.175 |
| 12 credit hours | 12 credit hours | 52.20/24 total hours | |
| 21.0 points | 31.20 points | | |

Failing grades (F) impact the overall GPA negatively because a zero (0) point is averaged into the equation, not left off.

The total number of credits earned can be found in the S.H.ERN (Semester Hours Earned) minus any developmental course credits. (developmental course are below 100 course numbers)

**Grading Policy Motion**

Whereas some language of the Grading Policies which include Pass / Fail, Incomplete, Repeat a course, Grade Posting, Change of Grade, Grade Recomputation, Grade Point Average, Cumulative Grade Point Average, and newly created, How to read your Transcript, is out of date, and the presentation of the information is not optimum,

Whereas some of the policies listed have recently undergone revision and are not properly aligned with other related policies,

Therefore, the Academic Standards Committee proposes the following updates to the listed policies and recommends their presentation to be combined under one heading; Grading Policy, attached.

**Approved by the University Senate:** May 6, 2024

**RESOLUTION RATIFYING NEW BOARD COMMITTEE CHARTERS**

WHEREAS, the Board of Trustees of New Jersey City University (the "Board") has reviewed and revised the committee charters to enhance governance and operational efficiency; and

WHEREAS, the University has developed new charters for the following new standing committees: the Executive Committee, the Finance and Audit Committee, the Real Estate, Infrastructure, and Capital Committee, and the Academic Affairs and Student Success Committee; and

WHEREAS, these charters have been designed to align with best practices in higher education governance and to support the strategic objectives of New Jersey City University;

NOW, THEREFORE, BE IT RESOLVED, that the Board hereby ratifies and approves the new charters for the Executive Committee, the Finance and Audit Committee, the Real Estate, Infrastructure, and Capital Committee, and the Academic Affairs and Student Success Committee, as attached hereto.

BE IT FURTHER RESOLVED, that these charters shall take effect immediately and shall guide the respective committees in their functions and responsibilities and university counsel is hereby authorized to revise the board bylaws accordingly.

New Jersey City University Board of Trustees
**Executive Committee Charter**

I. Purpose

The Executive Committee (the "Committee") is established by the Board of Trustees (the "Board") of New Jersey City University (the "University") to provide leadership and coordination of the Board's activities. The Committee acts on behalf of the Board in urgent situations between regular Board meetings and ensures that the Board's policies and directives are implemented effectively.

II. Authority
The Committee is authorized to:
1. Act on behalf of the Board on urgent matters requiring immediate attention at board meetings, within the scope of authority delegated by the Board.
2. Review and coordinate the activities of the Board and its committees to ensure alignment with the University's mission and strategic goals.
3. Provide guidance and support to the President of the University.
4. Engage independent consultants or advisors as necessary to fulfill its responsibilities.
5. Make recommendations to the Board on matters within its purview.

III. Membership

1. Composition: The Committee shall consist of the Chair of the Board, the Vice Chair, and other voting members of the Board appointed by the Chair of the Board. The Membership may not be comprised in a manner that establishes a quorum of the full board. The University President shall be standing member of the committee.
2. Qualifications: Members should have significant experience and understanding of the University's operations, governance, and strategic objectives.
3. Term: Members shall serve one-year terms and may be reappointed, except for the Chair of the Board who shall serve two-year terms as set forth in the governing bylaws as may be amended from time to time.

IV. Meetings
1. Frequency: The Committee shall meet as needed, but at least quarterly, or more frequently as circumstances require.
2. Quorum: A majority of the Committee members shall constitute a quorum for the transaction of business.
3. Minutes: Minutes of each meeting shall be prepared and distributed by the Board Secretary to Committee members and the Board of Trustees.

V. Responsibilities
1. Governance and Oversight:
    a. Ensure the implementation of Board policies and directives.

      b. Review and monitor the progress of the University's strategic initiatives.
      c. Oversee the performance and evaluation of the President of the University.
      d. Coordinate and facilitate the work of the Board and its committees.
2. Crisis Management:
      a. Act on behalf of the Board during crises or urgent situations, ensuring timely and effective decision-making.
      b. Report actions taken during such situations to the Board at the next regular meeting.

3. Strategic Planning:
      a. Provide oversight and guidance on the development and implementation of the University's strategic plan.
      b. Ensure alignment of strategic initiatives with the University's mission and goals.

4. Evaluation and Self-Assessment:
      a. Conduct periodic evaluations of the Board's performance and effectiveness.
      b. Facilitate the Board's self-assessment process and recommend improvements.

VI. Reporting
1. Board Updates: The Board Chair shall regularly report to the Board of Trustees on the Committee's activities, decisions, and recommendations.

New Jersey City University Board of Trustees
**Academic Affairs and Student Success Committee Charter**

I. Purpose
The Academic Affairs and Student Success Committee (the "Committee") is established by the Board of Trustees (the "Board") of New Jersey City University (the "University") to provide oversight and guidance on matters related to academic programs, faculty affairs, and student success. The Committee ensures that the University's academic and student support initiatives align with its mission and strategic goals.

II. Authority
The Committee is authorized to:
1. Review and recommend policies related to academic programs, faculty development, and student success.
2. Monitor the quality and effectiveness of the University's academic offerings and student support services.
3. Make recommendations to the Board on matters within its purview.

III. Membership
1. Composition: The Committee shall consist of at least three (3) members of the Board of Trustees. The Committee shall also have staff and campus appointments as recommended by the University President. The Provost, Vice President for Institutional Effectiveness, and the Vice President for Student Development and Community Engagement shall be standing members of the committee.
2. Appointment: Members of the Committee and the Committee Chair shall be appointed annually by the Chair of the Board of Trustees.
3. Qualifications: Members should have knowledge and expertise in areas such as academic administration, higher education, and student affairs.
4. Term: Members shall serve one-year terms and may be reappointed.

IV. Meetings
1. Frequency: The Committee shall meet at least quarterly, or more frequently as circumstances require.
2. Quorum: A majority of the Committee members shall constitute a quorum for the transaction of business.
3. Minutes: Minutes of each meeting shall be prepared and distributed by the Board Secretary to Committee members and the Board of Trustees.

V. Responsibilities
1. Academic Program Oversight:
   a. Review and recommend new academic programs, modifications, and terminations.
   b. Monitor the quality and effectiveness of existing academic programs.

    c.   Ensure that academic programs align with the University's mission and strategic goals.

2. Student Success:
    a.   Review and recommend policies and initiatives aimed at improving student retention, graduation rates, and overall success.
    b.   Monitor the effectiveness of student support services, including advising, tutoring, career services, and mental health resources.
    c.   Ensure equitable access to educational opportunities and support services for all students.

3. Assessment and Accreditation:
    a.   Oversee the University's efforts in institutional assessment and accreditation.
    b.   Ensure compliance with accreditation standards and promote continuous improvement in academic quality and student outcomes.

4. Justice, Equity, Diversity, Inclusion, and Belonging:
    a.   Promote initiatives that enhance diversity, equity, and inclusion within academic and student affairs.
    b.   Monitor the implementation and effectiveness of equity-related policies and programs.

## VI. Reporting

1. Board Updates: The Committee Chair shall regularly report to the Board of Trustees on the Committee's activities, decisions, and recommendations.
2. Annual Review: The Committee shall conduct an annual review of its performance and effectiveness, including compliance with this Charter, and report its findings to the Board.

## VII. Amendments

This Charter may be amended by a majority vote of the Board of Trustees upon recommendation by the Committee.

## VIII. Adoption

This Charter shall be adopted by the Board of Trustees and shall be effective upon approval.

New Jersey City University Board of Trustees
**Finance and Audit Committee Charter**

I. Purpose
The Finance and Audit Committee (the "Committee") is established by the Board of Trustees (the "Board") of New Jersey City University (the "University") to provide oversight of the University's financial management, reporting, and audit processes. The Committee ensures the integrity of financial operations, promotes transparency, and supports the University's mission and strategic goals.

II. Authority
The Committee is authorized to:
1. Review and recommend financial policies, budgets, and financial plans to the Board.
2. Oversee the University's financial reporting and audit processes.
3. Engage independent auditors and other consultants as necessary.
4. Investigate any financial matter brought to its attention.
5. Make recommendations to the Board on matters within its purview.

III. Membership
1. Composition: The Committee shall consist of at least three (3) members of the Board of Trustees. The Committee shall also have staff and campus appointments as recommended by the University President. The Vice President for Administration and Finance (Chief Financial Officer), University Counsel, and the Vice President for Institutional Effectiveness shall be standing members of the committee.
2. Appointment: Members of the Committee and the Committee Chair shall be appointed annually by the Chair of the Board of Trustees.
3. Qualifications: Members should possess knowledge of and expertise in finance, accounting, auditing, and higher education administration.
4. Term: Members shall serve one-year terms and may be reappointed.

IV. Meetings
1. Frequency: The Committee shall meet at least quarterly, or more frequently as circumstances require.
2. Quorum: A majority of the Committee members shall constitute a quorum for the transaction of business.
3. Minutes: Minutes of each meeting shall be prepared and distributed by the Board Secretary to Committee members and the Board of Trustees.

V. Responsibilities
1. Financial Oversight:
   a. Review and recommend approval of the annual operating and capital budgets.
   b. Monitor financial performance against the budget and financial plan.
   c. Review and recommend policies related to financial management, investments, and debt.

2.  Audit and Compliance:
    a.  Oversee the selection and performance of the independent external auditors.
    b.  Review and approve the annual audit plan and audit fees.
    c.  Review and discuss the results of the annual financial audit with the external auditors, including any significant findings and recommendations.
    d.  Ensure the University maintains an effective system of internal controls and risk management.

3.  Financial Reporting:
    a.  Review the annual financial statements and recommend their approval to the Board.
    b.  Ensure compliance with legal and regulatory requirements related to financial reporting.
    c.  Oversee the preparation and review of other financial reports as required by the Board.

4.  Internal Audit:
    a.  Oversee the activities and performance of the internal audit function.
    b.  Review and approve the annual internal audit plan.
    c.  Review internal audit reports and ensure that management addresses audit findings and recommendations.

5.  Risk Management:
    a.  Monitor the University's risk management processes and practices.
    b.  Ensure that significant financial risks are identified, assessed, and managed appropriately.

VI. Reporting
1.  Board Updates:  The Committee Chair shall regularly report to the Board of Trustees on the Committee's activities, decisions, and recommendations.
2.  Annual Review: The Committee shall conduct an annual review of its performance and effectiveness, including compliance with this Charter, and report its findings to the Board.

VII. Amendments
This Charter may be amended by a majority vote of the Board of Trustees upon recommendation by the Committee.

VIII. Adoption
This Charter shall be adopted by the Board of Trustees and shall be effective upon approval.

New Jersey City University Board of Trustees
**Real Estate, Infrastructure, and Capital Committee Charter**

I. Purpose
The Real Estate, Infrastructure, and Capital Committee (the "Committee") is established by the Board of Trustees (the "Board") of New Jersey City University (the "University") to provide oversight and guidance regarding the University's real estate assets, infrastructure projects, and capital investments. The Committee shall ensure these activities align with the University's strategic goals, financial plans, and campus master plan.

II. Authority
The Committee is authorized to:
1. Review and recommend policies related to the acquisition, development, and disposal of real estate assets.
2. Oversee planning, design, construction, and maintenance of university facilities and infrastructure.
3. Evaluate and endorse capital projects, including financing strategies and budget allocations.
4. Engage independent consultants, as necessary, to advise on real estate and infrastructure matters.
5. Make recommendations to the Board on matters within its purview.

III. Membership
1. Composition: The Committee shall consist of at least three (3) members of the Board of Trustees. The Committee shall also have staff and campus appointments as recommended by the University President. The Vice President for Administration and Finance (Chief Financial Officer), University Counsel, and the Vice President for Institutional Effectiveness shall be standing members of the committee.
2. Appointment: Members of the Committee and the Committee Chair shall be appointed annually by the Chair of the Board of Trustees.
3. Qualifications: Members should possess knowledge and expertise in areas such as real estate, construction, finance, and higher education administration.
4. Term: Members shall serve one-year terms and may be reappointed.

IV. Meetings
1. Frequency: The Committee shall meet at least quarterly, or more frequently as circumstances require.
2. Quorum: A majority of the Committee members shall constitute a quorum for the transaction of business.
3. Minutes: Minutes of each meeting shall be prepared and distributed by the Board Secretary to Committee members and the Board of Trustees.

V. Responsibilities
1. Real Estate Oversight:
    a. Review and recommend approval of real estate transactions, including purchases, sales, leases, and easements.

b. Monitor the performance and utilization of the University's real estate assets.
　　c. Ensure compliance with legal and regulatory requirements related to real estate activities.

2. Infrastructure Development and Maintenance:
　　a. Oversee the planning and execution of new construction, renovation, and major maintenance projects.
　　b. Review and recommend approval of project scopes, budgets, and timelines.
　　c. Monitor project progress and address any issues or risks that arise.

3. Capital Planning and Finance:
　　a. Evaluate capital needs in alignment with the University's strategic plan.
　　b. Recommend financing strategies for capital projects, including the issuance of bonds or other debt instruments.
　　c. Review and endorse the University's capital budget and long-term financial plans for infrastructure investments.

4. Sustainability and Innovation:
　　a. Promote sustainable practices in real estate and infrastructure projects.
　　b. Encourage the incorporation of innovative technologies and design principles in campus facilities.

1. VI. Reporting
　　a. Board Updates: The Committee Chair shall regularly report to the Board of Trustees on the Committee's activities, decisions, and recommendations.
　　b. Annual Review: The Committee shall conduct an annual review of its performance and effectiveness, including compliance with this Charter, and report its findings to the Board.

## VII. Amendments
This Charter may be amended by a majority vote of the Board of Trustees upon recommendation by the Committee.

## VIII. Adoption
This Charter shall be adopted by the Board of Trustees and shall be effective upon approval.