

New Jersey City University
Division of Student Affairs

Area: Admissions

Year: 2018-2019

Link to SP	Outcome	KPI (measure and target performance level)	Strategies to Achieve Target Performance Level	Result	Analysis	Action Plan/Continuous Improvement
2	Insure that full-time freshman are offered a scholarship	Percentage of students offered scholarship Target 80%	Establish Packaging/Scholarship Calculator for incoming freshman	OUTCOME MET: Over 85% of incoming freshman received a merit based scholarship	None provided	None provided
2	Increase contacts with prospective students	number of contacts in the CRM and use to communicate with students	Implement/expand and optimize use of Slate Customer Relationship Management (CRM) communications system	Not met, still in progress	None provided	None provided
2	Increase applications online	100%	Communication campaigns	OUTCOME MET	None provided	None provided
2	Increase enrollment in doctoral programs	Enrollment	Enhance recruitment	Outcome met – 200% over goal	None provided	None provided

Area:

Campus Life

Year:

2018-2019

<u>Link to Strategic Plan</u>	<u>Outcome:</u> Defined in observable, measurable language	<u>Assessment/Measures and Target Performance Levels:</u> The method used to gather evidence/data	<u>Strategies to Achieve Target Performance Level</u>	<u>Result:</u> Data results	<u>Analysis:</u> Interpretation of meaning of data results	<u>Action Plan:</u> Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis																				
	Office of Campus Life	<ul style="list-style-type: none"> - Qualtrics Surveys - Instagram Analytics - Post event surveys - Student ID swipe Cards 	<p>Office of Campus Life Activities</p> <ul style="list-style-type: none"> - Create a comprehensive student mailing list to assist in the retention of interested students - Develop New Social Media initiatives to target new and unique participants - Increase the number of leadership and development workshops and speakers - Highlight Signature Events - Restructure of staff <p>Office of Campus Life Operations</p> <ul style="list-style-type: none"> - Work with Marketing to improve branding of GSUB - Identify an effective room booking system - Increase gaming - Create a GSUB Advisory Board 	<table border="1" data-bbox="1083 407 1741 662"> <thead> <tr> <th>Type of Program</th> <th>Number of Programs</th> <th>Number of Attendees</th> <th>Unique/New Attendees</th> </tr> </thead> <tbody> <tr> <td>Leadership</td> <td>13</td> <td>775</td> <td>135</td> </tr> <tr> <td>Cultural</td> <td>11</td> <td>410</td> <td>81</td> </tr> <tr> <td>Social</td> <td>9</td> <td>925</td> <td>191</td> </tr> <tr> <td>Academic</td> <td>5</td> <td>215</td> <td>40</td> </tr> </tbody> </table> <p>Co – Sponsorships</p> <ul style="list-style-type: none"> - Confucius Institute, Office of Admissions, Office New Student Programming, English Department, Criminal Justice Department, Speicher –Rubin Women’s Center, The Children’s Learning Center, Office of Housing and Residence Life, Athletics Department, Career Services, ASCEND, SOAR, Council on Hispanic Affairs, BAAFSSO, Hagan Center, OSP <p>Signature Events</p> <ul style="list-style-type: none"> - Leadership Day Party (attendee increase by 19%) - Multicultural Month Opening Ceremony (attendee increase by 11%) - LOFT Conference (attendee increase by 9%) - Bob Marley Bash (attendee increase by 3%) - Bingo for Books (attendee increase by 11%) <p>Leadership Development</p> <ul style="list-style-type: none"> - University wide partnerships were developed to seek continued growth and early development of a comprehensive leadership program. Partners include: SOAR, Housing and Residence Life, ASCEND, The HUB - Hosted 4th annual Loft Conference. Largest turnout in 4 years 	Type of Program	Number of Programs	Number of Attendees	Unique/New Attendees	Leadership	13	775	135	Cultural	11	410	81	Social	9	925	191	Academic	5	215	40	<p>There was a slight increase in total attendees and a decrease in social events. In developing a new mission and goal of leadership development</p> <p>Social Media engagement continued to increase, particularly in the area of students viewing via Instagram Live</p> <p>This was first year of tracking unique attendees. There are still areas of improvement.</p> <p>The implementation of a new Director and reorganization of staff has and will continue to create more continuity and focus on particular responsibilities made to increase efficiency</p> <p>A lack of funding resources continues to impact the type of programming. (Students requesting particular speakers and performers that would greatly impact the OCL budget)</p> <p>The lack of a booking system has impacted the process of</p>	<p>Create an office Name Change.</p> <ul style="list-style-type: none"> o Center for Leadership and Engagement o Restructuring of staff responsibilities <p>GSUB Operations</p> <ul style="list-style-type: none"> o Strategic Reconfiguration of Office Space o Addition of new features o Increase Sustainability within building o Create a revenue plan for outside booking o Create a better system of assessment <p>Launch a comprehensive Armor Leadership Program</p> <ul style="list-style-type: none"> o Integrate leadership into academic curriculum o Increase the number of leadership partners o Target all incoming first time full time first year students <p>Better use of Analytics and Assessment</p> <ul style="list-style-type: none"> o Implement use of EAB system to assess,
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				<p>OPERATIONS</p> <ul style="list-style-type: none"> - A GSUB Advisory Board was created. Monthly meetings included various partners (Student Government, IT, Facilities, Housekeeping, Marketing, Food Services, Public Safety) - A booking email address and submission form was created to assist in streamlining the booking process in the absence of a university wide system - Major Project: Renovation of flooring in GSUB Lobby. New Furniture additions. - Addition of Piano to GSUB Lobby donated by NJCU Alumnus - Addition of a new Pool Table - Operations team assisted in the ribbon cutting for The Nursing Department, - 	collecting effective data and assisting the community more efficiently	<p>track and support students.</p> <ul style="list-style-type: none"> o Finalize card services stations to track attendees <p>GSUB Revitalization</p> <ul style="list-style-type: none"> o Creating leadership maker space o Create a GSUB Advisory Board o Seek to implement new scheduling data base
	Student Government Association		<p>-Revisit the mission of SGA to increase more student initiatives and university partnerships</p> <p>-Increase the role and understanding of shared governance</p>	<p>A Total of 9, 359 students participated in SGO events and co-sponsored events</p> <ol style="list-style-type: none"> 1. Name Change From Student Government Organization to Student Government Association 2. New Mission Statement was created <i>The Student Government Association at New Jersey City University strives to design and implement a wide range of services to enhance the experience of all NJCU students.</i> <i>As Student Government, our mission is to focus on inclusion, access, support, community involvement, and student-well being. These five areas are the foundation of all the work that is executed on behalf of NJCU students.</i> <i>Student Government is a platform which gives all students a voice to make their opinions and concerns known. We provide student clubs and organization with professional development and leadership workshops and resources. Above all, Student Government works to preserve the rights of students of all cultures, religions, genders, sexual orientations, and socioeconomic backgrounds. We strive to treat every student on our campus with equity and respect and are committed to the advancement of all students</i> 3. Constitution was voted upon and amended 	<p>A concerted effort was made to create more student driven initiatives</p> <p>SGA wanted to create a separate arm specific for Activities and programming.</p> <p>SGA lost their manager during the fall semester which contributed to slight drop off in programming but this change enhanced the administrative and professionalism of the group.</p>	<p>Add Efficiency to SGA and Council</p> <ul style="list-style-type: none"> o <i>(New Position) Student Organization Officer (Liaison for Clubs and organization</i> o <i>Chief Justice</i> o <i>Associate Justices</i> o <i>Reconfiguration of Student Council Board</i> <p>Staffing</p> <ul style="list-style-type: none"> o <i>Evaluation of SGA Manager role and position</i> o <i>Inclusion of staff member to assist with administrative work</i>

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				<ul style="list-style-type: none"> a. New positions, new council format, new activities board 4. SGA Travel Plan <ul style="list-style-type: none"> a. Over 200 students were provided 5. Mini Scholarships <ul style="list-style-type: none"> a. Over \$25,000 was earmarked towards students 6. Creation of Student Activities Board <ul style="list-style-type: none"> a. A full board created 7. Senate Resolutions <ul style="list-style-type: none"> a. Second Reading Day b. Recognition of Common Hour 8. New Clubs and Organizations <ul style="list-style-type: none"> a. Biochemistry Club b. Education Club c. LGBTQ Alliance d. Elohim Academy e. Undergrad Research 		Increase Programming <ul style="list-style-type: none"> o Creation of Student Activities Board
		Center for Community Engagement	<ul style="list-style-type: none"> o Increased awareness of and participation in Community Engagement o Established an on-campus Food Pantry to address food insecurity for the campus community o Established the Changebuilders Community Engagement and Tracking Program o Establishment of the NJCU Community Center o Initiated and strengthened new and existing community engagement events, co- 	See table 1		

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			curricular activities, and outreach programs <ul style="list-style-type: none"> ○ Established new community collaborative partnerships for community engagement activities ○ 			

Event	Table 1. Fall 2018- Spring 19 Center for Community Engagement (CCE) Activities				
	Date	Participants	Service Hours	Description of Activity/Items Donated	Funds Raised
24 Seven Sickle Cell Program	11/9/18	62	248	Participated in 24 hour dance marathon	\$8,456.00
Making Strides Against Breast Cancer Walk	10/21/18	55	220	Annual Breast Cancer awareness/ fundraising walk	610.00
Thanksgiving Feed the Elderly w/Angela Cares	11/23/17	33	198	1400 Prepared meals delivered to 1200 Elderly Living Facilities throughout Hudson County	
Gothic Knight Food Pantry	10/16/18 Through 6/27/19	78	1579	37 Gothic Knight Food Pantry distribution days. 25,000 lbs of food distributed to the NJCU Campus community to address food insecurity .	
Habitat for Humanity Friday Knights	11/16/18, 1/11/19, 12/14/18	13	104	4 Friday Knight Habitat Build Days	
Community Food Bank of NJ Friday Knights	9/21/18, 10/19/18, 1/18/15, 2/15/19,	44	132	3 project locations Liberty Park 2 time slots/JC Boys & Girls Club	
Hoboken Homeless Shelter Friday Knights	9/7/18, 10/5/18, 11/2/18, 12/7/18,	59	236	Students volunteered to prepare lunch for the shelters 130 residents	

New Jersey City University

Table 1. Fall 2018- Spring 19 Center for Community Engagement (CCE) Activities					
Event	Date	Participants	Service Hours	Description of Activity/Items Donated	Funds Raised
	2/1/19, 3/1/19, 4/5/19, 5/3/19				
Big Brothers Big Sisters Mentors	11/1/18 4/30/19	8	240	Students volunteered to serve as “Bigs” for mentees in Jersey City PS 41 School	
The Great Jersey City Clean Up	4/13/19	31	124	Citywide community clean-up effort	
Maker’s Day College Fair Jersey City Boys and Girls Club	4/21/19	9	54	Set-up Registration and Breakdown.	
NJCU Garden Harvest in partnership with Gourmet Dining	4/16/19 5/7/19	14		Student volunteer to plant vegetables on the GSU Patio	
Hudson County Special Olympics	5/4/19	18	108	Students and staff provide assistance in set-up, registration, athlete support, scoring, and breakdown.	
Weiss Center Book Sale	11/27/18 11/28/18 4/9/19 4/10/19	26	104	Assisted with book sale, set –up and break down	
Change Builders Hunger Helpers Cohort	10/16/18 To present	28	1897	Students Stocked food deliveries, processed intake forms, assisted clients, processed outtake, provided data entry	
Change Builders JC Professional Undergrad Mentorship Program	2/8/19	10	364	Students are engaged as mentees to Jersey City, City Officials in offices such as Community Engagement, Public Works, Diversity and Inclusion, Marketing and more.	
Changebuilders JC C.A.N. Cohort (Community Action Network)		17	324	Students engaged in community based service projects by interests including but not limited to Community Clean-ups, Peer mentoring, community organizing	
MLK Day of Service	1/21/19	124	620	Students volunteered for Rise Against Hunger Meal Packing event. 11,360 meals packaged	
Faculty Fellows Support initiative	9/1/18 Present			Providing student support services in partnership with professors from various NJCU disciplines introducing Community Engaged Learning Courses	
Supported the Rortoract Community Service Club	5/1/18	24		Initiated 24students as charter members of the NJCU Rotoract Club and appointed a 4 student executive board.	
Lunch Bunch group counseling session	9 sessions	71	71	In partnership with the NJCU Community Center and the Masters in Psychology Program, Students participated in croup counseling sessions	
Building Mindful Awareness workshop	4/30/19	13	26	Guest presenter Tracey Fink provided a mindfulness workshop	
Immigration Rights Workshop		25	50	In partnership with the NJCU Community Center, the Center for Immigrant Representation presented a Know your Rights workshop	
Healthy Lifestyle/ Practical Nutrition		11	11	In partnership with the NJCU Community Center and NJCU Athletics Sergio Villamizar presented a healthy lifestyle workshop	
Totals		773	4407		\$9,066

New Jersey City University

Area: Children's Learning Center

Year: 2018-2019

<u>Link to Strategic Plan</u>	<u>Outcome:</u> Defined in observable, measurable language	<u>Assessment/Measures and Target Performance Levels:</u> The method used gather evidence/data	<u>Strategies to Achieve Target Performance Level</u>	<u>Result:</u> Data results	<u>Analysis:</u> Interpretation of meaning of data results	<u>Action Plan:</u> Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
2,3	Increase the efficiency and competency of all student workers	<ul style="list-style-type: none"> • Student employees will receive a minimum of 12 hours of professional development hours a year. • Student survey: <ul style="list-style-type: none"> • At least 90% of students will indicate that center meeting topics were effective for their professional development. • The center will serve as a training site for at least 50 NJCU students a year. 	<ul style="list-style-type: none"> • The center provides monthly staff meetings involving relevant professional development topics. • Student employees are required to take information learned in professional development sessions and apply it to the classroom environment. • Gather data from the student survey and assess what changes are necessary and feasible to meet the professional needs of the students. • The center will schedule NJCU students to complete coursework and receive relevant training at the center. 	<ul style="list-style-type: none"> • Student employees completed an average of 12 hours during 2018-2019 • Student employees were evaluated on how they apply what they have learned to the classroom. Staff assisted student workers who were struggling in certain areas and addressed issues at staff meetings. • 95% of students indicated that center workshops were effective for their professional development. • During 2018-19, the center served as a training site for 50 NJCU students in various academic disciplines including Early Childhood Education, Educational Psychology, and Nursing. 	<ul style="list-style-type: none"> • Staff members worked closely with student workers to increase their skills. • Almost all students indicated that center workshops were effective for their professional development. • The center accommodated NJCU students and ensured that the students successfully completed course work and received relevant training. 	<ul style="list-style-type: none"> • Continue to provide student employees with training and hands-on experiences that will increase their efficiency and competency. • Continue to survey students on an annual basis. • Continue to work with various academic departments to assist and schedule NJCU students and serve as a training site.
4	Adjust and implement policies and procedures to best meet the needs of the children, families and the center.	<ul style="list-style-type: none"> • Family Survey <ul style="list-style-type: none"> • At least 90% of families will be satisfied with the child care service and recommend the center to others. 	<ul style="list-style-type: none"> • Gather data from the family survey and assess what changes are necessary and feasible to meet the needs of families and staff. 	<ul style="list-style-type: none"> • 100% of surveyed families indicated that they would recommend the center to others. • Only one family indicated that they would like a bigger facility. 	<ul style="list-style-type: none"> • All of the families indicated being satisfied with the center and that they would recommend the service to the campus community. 	<ul style="list-style-type: none"> • Continue to survey families on an annual basis. • Presently, due to budget restraints, expanding the center is not achievable.

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	Provide child care services to the campus community.	<ul style="list-style-type: none"> Reach enrollment capacity each semester (20 full time children in each classroom) 	<ul style="list-style-type: none"> The center will attend university wide events to promote the child care service (orientation, open house, etc.) The center will deliver flyers to various departments on campus as a promotion method. 	<ul style="list-style-type: none"> Center enrollment for 2018-2019 varied. During the Fall 2018 and Spring 2019 semester, there were 15 children enrolled in the PK classroom and 15 children enrolled in the Preschool classroom. The center also provided care for 4-6 children each semester for emergency and drop in cases. 	<ul style="list-style-type: none"> Enrollment for each classroom varied each semester. 	Continue to vigorously advertise and promote the center by attending university wide events, delivering flyers and utilizing social media networks.

Area:

Year:

Counseling Center

2019

<u>Link to Strategic Plan</u>	<u>Outcome:</u> Defined in observable, measurable language	<u>Assessment/Measures and Target Performance Levels:</u> The method used to gather evidence/data	<u>Strategies to Achieve Target Performance Level</u>	<u>Result:</u> Data results	<u>Analysis:</u> Interpretation of meaning of data results	<u>Action Plan:</u> Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
Goal 2: Achieve Student Success: Academic, Personal and Social	At least 50% of students will note on the Center Effectiveness evaluation that their counseling experience contributed to an improvement in their academic performance and their remaining in school.	Counseling Center Effectiveness Evaluation Form	Provide individual counseling and crisis invention to registered students	A total of 209 students were provided counseling services, for a total of 1,374 appointments: 38 of the appointments were for crisis intervention (students presenting with suicidal ideations).75% of students noted that their counseling experience helped improve their academic performance and 82% percent of the students noted that their use of the services contributed to their remaining at NJCU.	The Counseling Center makes a significant contribution to improvement in academic performance and student retention	Fill the counselor position currently available. Increase the number of counseling staff by at least one full time counselor and ultimately have a total of 5 ½ counselors in the center, as recommended by the College Counseling Center Accreditation Association.

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New Jersey City University
Division of Student Affairs – Dean of Students Subdivision

Area: Dean of Students

Year: 2018-2019

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2	ACADEMIC STANDARDS PROCESS: Monitor and track student academic progress	<ul style="list-style-type: none"> Assess 100% of all undergraduate students on ability to achieve academic standards re: Dean's List, probation, suspension, and dismissal lists Reviewed 100% of applicants for reinstatement Maintain dismissal list at less than 10% of total PSD population 	<ul style="list-style-type: none"> Provide/Recommend academic support services to students who fail to meet University Academic Standards Continue to implement the GAP (Gaining Academic Progress) program as part of the PSD (Probation, Suspension, Dismissal Program) Develop mandatory study skills/tutoring component for probationary students Strongly recommend to probationary/suspended students attend Community College during the year following suspension and apply grades earned to Academic Fresh Start Program 	<ul style="list-style-type: none"> Imposed 2.0 minimum academic standard policy re: Probation, Suspension, Dismissal (PSD), and Dean's List; Notifies all students. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2">January 2019</th> <th colspan="2">July 2019</th> </tr> </thead> <tbody> <tr> <td>Dean's List</td> <td style="text-align: center;">1,598</td> <td>Dean's List</td> <td style="text-align: center;">1,410</td> </tr> <tr> <td>Warnings Issued with regard to:</td> <td style="text-align: center;">561</td> <td>Probation</td> <td style="text-align: center;">396</td> </tr> <tr> <td> Probation</td> <td></td> <td>Continued Probation</td> <td style="text-align: center;">22</td> </tr> <tr> <td> Continued Probation</td> <td></td> <td>Suspensions</td> <td style="text-align: center;">77</td> </tr> <tr> <td> Pending Suspensions</td> <td></td> <td>Dismissals</td> <td style="text-align: center;">9</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Reviewed applicants for Readmission/Reinstatement <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2">July 1, 2018 for Fall 2018</th> <th colspan="2">November 1, 2018 for Spring 2019</th> </tr> <tr> <th>Number</th> <th>Category</th> <th>Number</th> <th>Category</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">28</td> <td style="text-align: center;">Total Applicants</td> <td style="text-align: center;">30</td> <td style="text-align: center;">Total Applicants</td> </tr> <tr> <td style="text-align: center;">15</td> <td style="text-align: center;">Accepted</td> <td style="text-align: center;">16</td> <td style="text-align: center;">Accepted</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">Final Dismissal</td> <td style="text-align: center;">1</td> <td style="text-align: center;">GPA @2.0+</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">Incomplete</td> <td style="text-align: center;">1</td> <td style="text-align: center;">Incomplete</td> </tr> <tr> <td style="text-align: center;">10</td> <td style="text-align: center;">Denied</td> <td style="text-align: center;">12</td> <td style="text-align: center;">Denied</td> </tr> <tr> <td></td> <td></td> <td></td> <td style="text-align: center;">Owed Balance</td> </tr> <tr> <td style="text-align: center;">28</td> <td style="text-align: center;">Total Applicants</td> <td style="text-align: center;">30</td> <td style="text-align: center;">Total Applicants</td> </tr> </tbody> </table>	January 2019		July 2019		Dean's List	1,598	Dean's List	1,410	Warnings Issued with regard to:	561	Probation	396	Probation		Continued Probation	22	Continued Probation		Suspensions	77	Pending Suspensions		Dismissals	9	July 1, 2018 for Fall 2018		November 1, 2018 for Spring 2019		Number	Category	Number	Category	28	Total Applicants	30	Total Applicants	15	Accepted	16	Accepted	1	Final Dismissal	1	GPA @2.0+	2	Incomplete	1	Incomplete	10	Denied	12	Denied				Owed Balance	28	Total Applicants	30	Total Applicants	<ul style="list-style-type: none"> Based on review of qualitative information, students who participate in academic support services can bring CGPA back to acceptable university standards The number of students <u>dismissed</u> for academics has maintained consistency at 10 or less for the last three years: <ul style="list-style-type: none"> May 2017 – 4 May 2018 – 8 July 2019 – 9 Potential Readmitted/Reinstated students initiate institutional connection/Students are accepted back to institution based on GPA, activities during separation, and 	<ul style="list-style-type: none"> Automate processes for determining probation, suspension and dismissal lists. Continue to develop and implement workshops related to most frequently occurring issues affecting academic progress (time management, etc.) Continue to conduct follow-up with students who are in danger of being academically suspended Review and compare lists to determine the number of students who remain on the PSD list through suspension or dismissal
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New Jersey City University
Division of Student Affairs – Dean of Students Subdivision

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					intended plan for improvement.	<ul style="list-style-type: none"> Evaluate, on an annual basis, the process and its effectiveness, as well as, the number of students who return to the university as reinstatements Review Academic standards policies and develop proposal to address recommendations for change. 																														
2	JUDICIAL PROCESS (DOS): Apply restorative justice philosophy	<ul style="list-style-type: none"> Present, resolve, and sanction 100% of all presented cases per the process and within time limits as prescribed in the Student Code of Conduct Track number of and reasons 	<ul style="list-style-type: none"> Update and disseminate conduct policies to all undergraduate students in the Fall (Sexual and Gender-Based Misconduct Policy for Students, Student Code of Conduct, and the Alcohol and Other Drugs Policy.) Convert incident report forms to online, writable documents that, upon submission, will go directly to 	Based on review of qualitative information, students who experienced the judicial process were held accountable by staff applying appropriate sanctions that were consistent with violations. Student Code of Conduct violations/sanctions for Fall 2018/Spring 2019 included: <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Date of Infraction:</th> <th>Violation:</th> <th>Sanction:</th> </tr> </thead> <tbody> <tr> <td>8/9/2018</td> <td>OSP summer party</td> <td>No Contact Order (NCO) issued</td> </tr> <tr> <td>8/9/2018</td> <td>Inappropriate dancing</td> <td>OSP/ Warning</td> </tr> <tr> <td>9/6/2018</td> <td>Student felt disrespected by professor (Professor called her a name)</td> <td>Referred to School of Business</td> </tr> <tr> <td>9/11/2018</td> <td>Not paying for food</td> <td>Warning</td> </tr> <tr> <td>9/20/2018</td> <td>Harassment</td> <td>Warning</td> </tr> <tr> <td>9/20/2018</td> <td>Harassment</td> <td>Warning</td> </tr> <tr> <td>10/12/2018</td> <td>Suspected Marijuana Use</td> <td>warning</td> </tr> <tr> <td>10/26/2018</td> <td>Accused of cheating</td> <td>Referred to Appropriate Dean for action</td> </tr> <tr> <td>11/1/2018</td> <td>Prof made inappropriate comments/Did not report to DOS</td> <td>Referred to the College of Arts and Sciences</td> </tr> </tbody> </table>	Date of Infraction:	Violation:	Sanction:	8/9/2018	OSP summer party	No Contact Order (NCO) issued	8/9/2018	Inappropriate dancing	OSP/ Warning	9/6/2018	Student felt disrespected by professor (Professor called her a name)	Referred to School of Business	9/11/2018	Not paying for food	Warning	9/20/2018	Harassment	Warning	9/20/2018	Harassment	Warning	10/12/2018	Suspected Marijuana Use	warning	10/26/2018	Accused of cheating	Referred to Appropriate Dean for action	11/1/2018	Prof made inappropriate comments/Did not report to DOS	Referred to the College of Arts and Sciences	<ul style="list-style-type: none"> The Judicial Board was convened once during the Spring 2019 Academic Year. Judicial Process was followed in accordance with indicated policies. 	<ul style="list-style-type: none"> Continue to develop and implement related workshops, and/or make referrals to Counseling as appropriate Continue to conduct follow-up with students who have had disciplinary issues Update Judicial policies and Judicial Board training materials
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		for student infractions	the Office of the Dean of Students • Sponsor workshops related to frequent infractions	<table border="1"> <tr> <td>11/1/2018</td> <td>Arguing with Student</td> <td>Warning; Student did not attend interview</td> </tr> <tr> <td>11/13/2018</td> <td>Staff made inappropriate comment</td> <td>N/A</td> </tr> <tr> <td>11/14/2018</td> <td>Student and staff had an altercation</td> <td>Issue with professor</td> </tr> <tr> <td>11/28/2018</td> <td>Student smelled like Marijuana in class</td> <td>Warning</td> </tr> <tr> <td>12/19/2018</td> <td>Student vs. Student Harassment</td> <td>Warning</td> </tr> <tr> <td>2/5/2019</td> <td>Prof. made Inappropriate comments to student</td> <td>Student schedule changed Referred to the College of Arts and Sciences</td> </tr> <tr> <td>2/7/2019</td> <td>Prof. made inappropriate comments to student</td> <td>Referred to the College of Arts and Sciences</td> </tr> <tr> <td>2/14/2019</td> <td>Student accused of smoking in the Arts Building; Rude to Public Safety officer</td> <td>Warning</td> </tr> <tr> <td>2/21/2019</td> <td>Student Disruptive in class</td> <td>Warning</td> </tr> <tr> <td>2/23/2019</td> <td>Student's Guest in possession of firearm</td> <td>Student Suspension</td> </tr> <tr> <td>2/27/2019</td> <td>Student threatened another student</td> <td>NCO/ warning</td> </tr> <tr> <td>2/27/2019</td> <td>Inappropriate comments from professor</td> <td>Referred to the College of Arts and Sciences; Provost's office</td> </tr> <tr> <td>3/6/2019</td> <td>Three students disruptive in library</td> <td>NCO</td> </tr> <tr> <td>3/7/2019</td> <td>Student disruptive in class</td> <td>Warning</td> </tr> <tr> <td>3/25/2019</td> <td>Two students disruptive in class</td> <td>Warning</td> </tr> <tr> <td>5/7/2019</td> <td>Two student complaints re: Name calling</td> <td>Referred to Residence Life</td> </tr> <tr> <td>5/7/2019</td> <td>Two students - Harassment/Bullying</td> <td>NCO</td> </tr> </table>	11/1/2018	Arguing with Student	Warning; Student did not attend interview	11/13/2018	Staff made inappropriate comment	N/A	11/14/2018	Student and staff had an altercation	Issue with professor	11/28/2018	Student smelled like Marijuana in class	Warning	12/19/2018	Student vs. Student Harassment	Warning	2/5/2019	Prof. made Inappropriate comments to student	Student schedule changed Referred to the College of Arts and Sciences	2/7/2019	Prof. made inappropriate comments to student	Referred to the College of Arts and Sciences	2/14/2019	Student accused of smoking in the Arts Building; Rude to Public Safety officer	Warning	2/21/2019	Student Disruptive in class	Warning	2/23/2019	Student's Guest in possession of firearm	Student Suspension	2/27/2019	Student threatened another student	NCO/ warning	2/27/2019	Inappropriate comments from professor	Referred to the College of Arts and Sciences; Provost's office	3/6/2019	Three students disruptive in library	NCO	3/7/2019	Student disruptive in class	Warning	3/25/2019	Two students disruptive in class	Warning	5/7/2019	Two student complaints re: Name calling	Referred to Residence Life	5/7/2019	Two students - Harassment/Bullying	NCO		in accordance with revisions to the Student Code of Conduct and most current legislation • Evaluate, on an annual basis, the process and its effectiveness, as well as the members of the Judicial Hearing Board and their ability to follow the procedural guidelines • Continue to work on creating a database to compare the specific (demographics) number of students as well as number and type of incidences across semesters/years • Continue to explore purging of records
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2	STUDENT ASSISTANCE TEAM (DOS):	<ul style="list-style-type: none"> Respond to and resolve 100% of judicial issues 	<ul style="list-style-type: none"> This effort is intended to meet the needs of both the individual 	SAT Team members included: Chair, Dean of Students Division of Student Affairs <ul style="list-style-type: none"> Associate Dean of Students 	<ul style="list-style-type: none"> SAT serves as an additional resource to assist with the 	The Student Assistance Team (it overlaps with the Title IX Team) will																																																			

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	An extension of the Judicial Process that allows access to collaborative decision-making, the Student Assistance Team (SAT) is designed to coordinate resources to address individual student concerns at New Jersey City University.	that impact the campus community <ul style="list-style-type: none"> • Number of students referred to SAT 	student and the university community as they relate to student behavioral issues that may disrupt or pose a threat to the campus. <ul style="list-style-type: none"> • SAT is comprised of representatives from university divisions/departments who are considered primary responders to individual students in distress during critical incidents. • Several Meetings held during the course of the year to discuss/resolve student issues • The SAT team met once formally during the FY17 year; to discuss/review Student behavioral issues 	<ul style="list-style-type: none"> • Director of Counseling and Wellness Services • Coordinator of the Speicher-Rubin Women’s Center for Equity and Diversity • Assistant Dean of Residence Life and Student Engagement as appropriate <p>Division of Academic Affairs</p> <ul style="list-style-type: none"> • Director of the Office of Specialized Services for Students with Disabilities and Supplemental Instruction as appropriate • Representatives from the Provost’s Office/Colleges/Schools as appropriate <p>Division of Administration and Finance</p> <ul style="list-style-type: none"> • Associate Vice President, Director, and Supervisor of Public Safety • Risk Manager as appropriate <p>Division of Institutional Advancement</p> <ul style="list-style-type: none"> • Athletics as appropriate <p>President’s Office</p> <ul style="list-style-type: none"> • University Counsel as appropriate • EEO officer <p>Two SAT meetings were held this Academic Year:</p> <ul style="list-style-type: none"> • February 7, 2019 – to discuss one off-campus Title IX issue • April 30, 2019 – to discuss and resolve two Title IX issues 	resolution of student disciplinary issues <ul style="list-style-type: none"> • SAT members are also disciplinary officers, and investigators 	continue to explore the need for an additional/different team and/or the addition of other staff members to address both Judicial and Title IX issues, as well as to sponsor prevention activities.
2,3	TITLE IX (DOS): Apply relevant policies to	<ul style="list-style-type: none"> • Present, resolve, and sanction all (100%) cases per the 	<ul style="list-style-type: none"> • DOS Staff Roles – Participated in Title IX team <ul style="list-style-type: none"> ○ Deputy Coordinator – 	<ul style="list-style-type: none"> • Student Training conducted through Orientation to College courses - Total Enrollment: 267 <ul style="list-style-type: none"> ○ Registered, but did not start: 33 ○ Started Part 1: 71 ○ Completed Part 1: 125 	<ul style="list-style-type: none"> • <u>All</u> infractions were responded to, investigated, and resolved as indicated per the 	<ul style="list-style-type: none"> • Additional investigators needed

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	prevent sex discrimination at NJCU	<p>process and within time limits as prescribed in the Sexual and Gender-Based Misconduct Policy for Students</p> <ul style="list-style-type: none"> Track number of and reasons for student infractions 	<p>Dr. Lyn Hamlin, Dean of Students</p> <ul style="list-style-type: none"> Title IX Investigator – Woodrow Lewis, Associate Dean of Students Title IX programs/training <ul style="list-style-type: none"> May, 2019 (Hamlin/Lewis) - Attended D. Stafford & Associates Coordinator/ Investigator Training in St. Louis Missouri June, 2019 (Lewis) - Attended Title IX Summit at Rowan University (Hamlin) Participated in numerous webinars (Team) Met monthly with Title IX team Disseminated online training 	<ul style="list-style-type: none"> Completed Part 2: 28 * Part 2 is a follow up survey that not all schools require <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: center;">Title IX Incidents 2018/2019</th> </tr> <tr> <th style="width: 15%;">Date</th> <th style="width: 40%;">Category</th> <th style="width: 45%;">Sanction(s)</th> </tr> </thead> <tbody> <tr> <td>10/9/2018</td> <td>Intimate Partner Violence</td> <td> <ul style="list-style-type: none"> No Contact orders for both Respondent relocated to different residential facility Respondent restricted extracurricular activities Closed 12/4/2018 Appealed January 2019 Hearing held February 2019 Appeal Closed 4/22/2019 </td> </tr> <tr> <td>11/5/2018</td> <td>Alleged Sexual Assault (off-campus)</td> <td>Reporter did not file a report or follow through scheduled appointments. 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Student completion of Part 2 would allow access to an impact report for the course (a thorough data analysis of how our students demonstrate knowledge gains and behavioral changes from taking the course, as well as peer and national benchmarking data). In order to receive an 	<ul style="list-style-type: none"> Advocates for Reporters needed Participation of Athletics in the Title IX Team suggested Additional training for investigators will be researched and proposed Additional Training for Coordinators will be researched and proposed Research training outside of ATIXA that is less cost prohibitive Increase Number of Awareness and Prevention Activities Collaborate with/Advertise for the Women’s Center re: awareness/prevention activities To supplement resources, apply for any related grants
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			module (EverFi Haven Online Training for Sexual Assault Training Prevention) to all students in the Fall of 2018 through OTC classes.		impact report, we need to have 51 students complete part 1 and part 2 (we require 51 learners to ensure the data is kept anonymous.)																																											
2	Inter-Greek Council: Encourage service to the community by assisting with local and national charities	<ul style="list-style-type: none"> Maintain and/or increase the number of fraternities and sororities Maintain and/or increase the number of students who participate in fraternities and sororities Maintain the GPAs of participating 	<ul style="list-style-type: none"> Revise the constitution and the judicial procedures Increase campus and community visibility and collaboration through co-sponsorship of programs and activities with non-Greek student organizations, faculty, and staff Develop a consistent year-long calendar Establish relationship with the HUB/study hours to ensure 	<p>There are <u>16</u> active fraternities and sororities and <u>76</u> members at NJCU. (The metro chapters had additional members from other schools). Overall, the number of chapters and members remained level. At the conclusion of an August 2019 retreat, students were placed on a “programming hiatus” for the Fall of 2018 to work on record-keeping and processes. All (100%) of <u>active</u> members of Greek Senate had GPAs of 2.5 or better. Although limited this academic year, Community Service comprised the majority of activities in which these students participated.</p> <p>The 2018-2019 Inter-Greek Council consisted of the following organizations:</p> <table border="1"> <thead> <tr> <th>Organization</th> <th>Active Members</th> <th>Organization Type</th> <th>Organization</th> <th>Active Members</th> <th>Organization Type</th> </tr> </thead> <tbody> <tr> <td>Alpha Kappa Alpha (Tau Sigma)</td> <td>8</td> <td>Sorority</td> <td>Lambda Theta Phi</td> <td>1</td> <td>Fraternity</td> </tr> <tr> <td>Alpha Phi Alpha (Iota Rho)</td> <td>2</td> <td>Fraternity (Metro)</td> <td>Lambda Sigma Upsilon (Areyto)</td> <td>2</td> <td>Fraternity</td> </tr> <tr> <td>Alpha Phi Omega (Alpha Gamma Sigma)</td> <td>4</td> <td>Co-ed Fraternity</td> <td>Mu Sigma Upsilon (Indigena)</td> <td>8</td> <td>Sorority</td> </tr> <tr> <td>Chi Upsilon Sigma (Zeta)</td> <td>3</td> <td>Sorority (Metro)</td> <td>Phi Beta Sigma (Xi Tau)</td> <td>3</td> <td>Fraternity</td> </tr> <tr> <td>Iota Phi Theta (Epsilon)</td> <td>2</td> <td>Fraternity</td> <td>Psi Sigma Phi (Baronet Beta)</td> <td>4</td> <td>Fraternity</td> </tr> <tr> <td>Kappa Alpha Psi (Rho Alpha)</td> <td>5</td> <td>Fraternity</td> <td>Tau Kappa Epsilon (Tau Delta)</td> <td>18</td> <td>Fraternity (Metro)</td> </tr> </tbody> </table>	Organization	Active Members	Organization Type	Organization	Active Members	Organization Type	Alpha Kappa Alpha (Tau Sigma)	8	Sorority	Lambda Theta Phi	1	Fraternity	Alpha Phi Alpha (Iota Rho)	2	Fraternity (Metro)	Lambda Sigma Upsilon (Areyto)	2	Fraternity	Alpha Phi Omega (Alpha Gamma Sigma)	4	Co-ed Fraternity	Mu Sigma Upsilon (Indigena)	8	Sorority	Chi Upsilon Sigma (Zeta)	3	Sorority (Metro)	Phi Beta Sigma (Xi Tau)	3	Fraternity	Iota Phi Theta (Epsilon)	2	Fraternity	Psi Sigma Phi (Baronet Beta)	4	Fraternity	Kappa Alpha Psi (Rho Alpha)	5	Fraternity	Tau Kappa Epsilon (Tau Delta)	18	Fraternity (Metro)	<ul style="list-style-type: none"> Updated and revised Constitution and all related forms Although hours are being completed, there needs to be a more streamlined process for recording, validating, and reporting all activities. Registration Year for Inter-Greek Council is not in line with University’s Academic Year. Metro Chapters need to be 	<ul style="list-style-type: none"> Continue to update, implement and track Inter-Greek Council policies, procedures, by-laws, etc. Establish regular meeting/major activity times and dates, consistent with the academic year calendar Align with SGA/Campus Life activities/calendar Conduct advisor training Conduct mandatory
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		students at 2.5 • Number of service hours • Number of events	consistent academic achievement of members • Train and engage advisors	<table border="0" style="width: 100%;"> <tr> <td style="width: 25%;">Lambda Pi Upsilon</td> <td style="width: 5%;">1</td> <td style="width: 20%;">Sorority</td> <td style="width: 20%;">Theta Phi Alpha (Delta Iota)</td> <td style="width: 10%;">11</td> <td style="width: 20%;">Fraternity (for Women)</td> </tr> <tr> <td>Lambda Theta Alpha</td> <td>2</td> <td>Sorority</td> <td>Zeta Phi Beta (Upsilon Tau)</td> <td>5</td> <td>Sorority</td> </tr> </table>	Lambda Pi Upsilon	1	Sorority	Theta Phi Alpha (Delta Iota)	11	Fraternity (for Women)	Lambda Theta Alpha	2	Sorority	Zeta Phi Beta (Upsilon Tau)	5	Sorority	reviewed for the possibility of becoming regular NJCU chapters. • Although some of the events are the same each semester, there is no consistent calendar of activities. • Advisors sign off on reactivation paperwork, but are otherwise not involved.	retreat with all active fraternities and sororities during the summer of 2019 • Increase the number (percentage) of students involved. • Track the number of events and attendance at each.
Lambda Pi Upsilon	1	Sorority	Theta Phi Alpha (Delta Iota)	11	Fraternity (for Women)													
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2	PERSONAL AND SOCIAL DEVELOPMENT: Tobacco-Free Campus (Grant Funded by Truth Initiative)	• Number of students, staff and faculty that participate on the Implementation Team • Number of students, faculty and staff that complete the surveys • Number of Activities completed	• Ban tobacco use, including all indoor and outdoor facilities, offices, classrooms, and residence halls. Outdoor facilities will include building entrances, stadiums, other public spaces and buses, vans or other campus vehicles;	Program implemented in February of 2018 1. Purchased smoke Free signs and materials to disseminate throughout campus 2. Tobacco-Free Taskforce Members (Met on a monthly basis throughout the academic year. Gave input with regard to the development of the policy and contributed ideas for development of workshops and tabling, as well as PowerPoint explanation of program. <ul style="list-style-type: none"> • Co-chairs (these individuals will be responsible for leading the taskforce. They will serve as the liaisons to the senior administration regarding taskforce activities. Office of the Dean of Students (DOS) <ul style="list-style-type: none"> ▪ Dr. Lyn Hamlin, <i>Dean of Students</i> ▪ Woodrow Lewis, <i>Associate Dean of Students</i>) • Human Resources (HR) <ul style="list-style-type: none"> ▪ Adele Douglas, <i>Director of Talent Acquisition – HRIS – Compensation & Benefits</i>, Human Resources • Department of Public Safety (DPS) <ul style="list-style-type: none"> ▪ Joe Rodriguez, <i>Director</i>, Environmental Health & Safety 3. Members: <ul style="list-style-type: none"> • Benefits Manager 	Through workshops and tabling, the Task Force recommended a variety of services to help staff and students who want to stop smoking including information regarding smoking cessation clinics and referrals to other sources of help, as well as resources through	By December of 2019, the following will be completed with a Smoke-Free campus in force: The following activities will be implemented to ensure a smooth transition to a smoke and tobacco free campus.												

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Division of Student Affairs – Dean of Students Subdivision

Link to SP	Outcome	KPI (measure and target performance level)	Strategies to Achieve Target Performance Level	Result	Analysis	Action Plan/Continuous Improvement
		<ul style="list-style-type: none"> • Number of students, staff, and faculty that discontinue use of tobacco products 	<ul style="list-style-type: none"> • Ban the sale or advertising of tobacco products on campus or in university-controlled publications, properties, events, or environments, including free distribution of tobacco products; • Refuse to accept funding, including research and sponsorship funding, from the tobacco industry; • Offer and promote comprehensive, evidence-based cessation therapies for all forms of tobacco 	<ul style="list-style-type: none"> ▪ Nita Patel, <i>Benefits Manager</i>, Human Resources • Director/Counseling and Wellness Services <ul style="list-style-type: none"> ▪ Abisola Gallagher, <i>Director</i>, Counseling & Wellness Services • Director/Environmental of Health and Safety (DPS) <ul style="list-style-type: none"> ▪ Rita Oleas, <i>Director of Construction Management</i>, Facilities and Construction Management • Supervisor of Health and Wellness <ul style="list-style-type: none"> ▪ Kathleen Decker-RN-BC MS, <i>Supervisor</i>, Health & Wellness Center • Athletics <ul style="list-style-type: none"> ▪ Karla Mejia, <i>Head Athletic Trainer</i>, Athletics Department • Residence Hall <ul style="list-style-type: none"> ▪ Melissa Gutzmore, <i>Campus Life & Leadership Coordinator</i>, Office of Campus Life • Faculty Representatives/University Senate <ul style="list-style-type: none"> ▪ Erin O’Neill, <i>Chair</i>, Health and Science – Professional Studies Building • Union Representative(s) <ul style="list-style-type: none"> ▪ Nancy Gomez, <i>Secretary</i>, Academic Career Planning and Placement <i>President of CWA (Communications Workers of America)</i> ▪ Chris Cofone, <i>Assistant Director</i>, Academic Career Planning & Placement) • Student Interns (2) <ul style="list-style-type: none"> ▪ Mable Gonzalez, <i>Intern</i>, Office of Dean of Students ▪ Evana Lyka Jorales, <i>Intern</i>, Office of Dean of Students <p>4. Tobacco Free Activities conducted during the 2018-2019 Academic Year:</p> <ul style="list-style-type: none"> • Kick Butts Initiative – July 12, 2019 (73 student participants) • Pizza Mania – September 17, 2018 (226 participants) • Great American SmokeOut – November 15, 2018 (36 participants) • Student and Community Forum – December 3, 2018 (48 participants) • Smoke Free Community Forum – February 27, 2019 (72 participants) • Kick Butts Day – March 20, 2019 (79 participants) <p>5. Creation of NJCU Tobacco-Free Logo – 11/19/2019</p> <p>6. Contracted for the application of the EX Program – March 15, 2019 (Developed in collaboration with Mayo Clinic, The EX Program is a digital tobacco cessation program designed for employers and health plans).</p>	<p>healthcare providers and the employee assistance program.</p> <p>In addition, the Task Force will continue to consult with appropriate health organizations to provide the University community with information and access to support systems, programs and services to encourage abstinence from the use of tobacco products, including publicizing free, accessible tobacco cessation classes, seminars, and support groups on and off campus.</p>	<ul style="list-style-type: none"> • The policy will be announced to faculty, staff, and students in a communication from the President. • The policy will be disseminated via faculty and staff meetings and those held by student government, athletics, and student clubs and organizations. • The policy will be added to staff and student handbooks, as well as staff contracts. • Prospective employees will be informed of the policy during the

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Division of Student Affairs – Dean of Students Subdivision

Link to SP	Outcome	KPI (measure and target performance level)	Strategies to Achieve Target Performance Level	Result	Analysis	Action Plan/Continuous Improvement
			to all students, faculty and staff; <ul style="list-style-type: none"> • Adopt and enforce strong policies to aid in prevention, cessation, and elimination of tobacco use; • Educate students, staff, and faculty about the harmful effects of using tobacco products, about the resources available for cessation, and about campus policies. 	<ol style="list-style-type: none"> 7. Draft Tobacco-Free Policy finalized for Presentations – 4/17/2019 8. Draft Tobacco-free PowerPoint for Presentations – 4/30/2019 9. May 13, 2019 – Received Truth Initiative no-cost extension through December 31, 2019. 	Promotional materials for cessation classes, seminars, and support groups will appear regularly in student and staff publications. Notices will be posted in buildings and through other appropriate means.	interview process. <ul style="list-style-type: none"> • Community groups, campus guests, vendors, and contractors that utilize campus resources will be informed of the policy via contractual arrangements. • Appropriate signage will be designed, ordered, and placed. • Smoking waste management products will be removed.

<u>Link to Strategic Plan</u>	<u>Outcome:</u> Defined in observable, measurable language	<u>Assessment/Measures and Target Performance Levels:</u> The method used gather evidence/data	<u>Strategies to Achieve Target Performance Level</u>	<u>Result:</u> Data results	<u>Analysis:</u> Interpretation of meaning of data results	<u>Action Plan:</u> Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
2	Increase the number of drip marketing campaigns to prospective students.	Number of automated, drip marketing campaigns sent from the CRM between August 1, 2018- August 1, 2019.	<ul style="list-style-type: none"> Decrease ad-hoc emails to undergraduate prospect lists. Increase the frequency and duration of drip marketing emails. 	A 28% increase in drip marketing campaigns/communications plans since the 2017-2018 admissions cycle.	The number of manually released, ad-hoc (one-off) emails sent to prospective students was reduced, and replaced by a set of consecutively timed, automated emails. This increases the frequency, duration and number of consecutive touches a prospective student receives.	Communications plans will be moved to a new CRM (Slate), with more sophisticated logic, allowing us to increase the quantity and quality of drip marketing campaigns, based on a prospective student's behaviors.
2	Increase text communications to current and prospective students.	Number of text messages sent by Financial Aid, SOAR, Transfer Resource Center, Admissions and New Student Programs August 1, 2018- August 1, 2019.	<ul style="list-style-type: none"> Continue onboarding and training divisional staff to use Mongoose text platform. Increase the number of mobile numbers we collect from prospective student inquiry forms and continuing student records. 	A 176% increase in the amount of students we contacted via text since the 2017-2018 academic year.	We're increasing the amount of departments within Enrollment Management that communicate with students via text and opening up more bilateral lines of communication between students and the offices that support their enrollment.	Texts will continue to come out of Mongoose, but will be tracked in our new CRM with interaction codes, to better coordinate multi-channeled outreach in the division. Additionally, a Call Center has been established to better delivery and report on text outreach efforts.
2	Diversify and increase the volume	Number of targets/segments within the 2018-2019 name buys.	<ul style="list-style-type: none"> Continue to strategically purchase names 	We increased the number of targets/segments within our name buy strategy by 300%, in collaboration with EAB.	Through strategic name purchases, inquiry generation, vendor management, and structured communication plans, we're simultaneously	Over the course of the 2019-2020 year, new pipelines will be developed through inquiry and lead generation within out-of-state markets, and in-

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	of undergraduate leads.	<p>Number of senior leads.</p> <p>Number of lead generation sources used to purchase and attract inquiries/prospects.</p> <p>Quantity and longevity of digital campaigns to stimulate lead generation.</p>	<p>based on geographic, academic, extracurricular interest, ethnicity and forecasted funding parameters.</p> <ul style="list-style-type: none"> • Increase targeted markets based on enrollment trends and predictive analytics that we've gathered through vendors and software investments. • Streamline targeted, personalized content across layered channels of communication. • Establish additional vendor relationships with lead generation sources and new pipelines for inquiry collection. 	<p>Increased the number of undergraduate senior leads by 34% from the Fall 2018 admissions cycle to the Fall 2019 by increasing our vendor relationships, list buys and digital campaigns.</p> <p>Ran an undergraduate and transfer digital campaign for over 8 months (increasing the longevity of our digital campaigns by 37% since the 2017-2018 cycle), and resulting in 558 direct lead conversions.</p> <p>Increased freshman applications by 15% since 2018.</p>	<p>increasing lead generation for undergraduate freshman in the state of NJ, resulting in a more academically and geographically diverse undergraduate population, as well as additional initial applicant growth overall.</p>	<p>state leads will be further cultivated and converted through collaborative, multichannel outreach across University Admissions, University Marketing & Communication, and Enrollment Communications.</p>

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			<ul style="list-style-type: none"> • Produce transfer and freshman specific video content for social media and digital channels. • Cultivate graduate leads through professional list buys and event driven digital efforts. 			
2	Increase attendance at New Student Orientation.	<p>Total registration number across 3 summer event dates in CRM.</p> <p>Total attendance yield of registrants across 3 summer event dates.</p>	<ul style="list-style-type: none"> • Collaborate with EAB to administer the “Deposit IQ” communication plan to admitted students, driving registration to New Student Orientation, as well as deposit projections. • Manage social media plans across Admissions and New Student Program Instagram platforms. 	<p>Increased event registration by 17% from 2018 orientation.</p> <p>Increased event attendance by 12% from 2018 orientation.</p> <p>Attendance yield of those who registered decreased by 4% since 2018.</p>	<p>While we saw a decrease in the attendance yield of those who registered for orientation within our 2019 incoming class, we can attribute the lack of conversion to a greater influx of admitted, but non-enrolled students registering for orientation, prior to taking a placement exam, due to EAB’s management of Deposit IQ communication. The event was more heavily attended though, as we admitted 6% more freshmen than we did in 2018 and increased our outreach efforts through text and calling campaigns.</p>	<p>Moving forward, for the Fall 2020 orientation, invites will be delivered post-placement test, and not within EAB’s Deposit IQ campaign. This will ensure that only students enrolled in freshman courses register for the event, thus stabilizing the attendance yield at orientation, and better contributing to summer melt prevention.</p>

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			<ul style="list-style-type: none"> • Coordinate event invites with placement test outreach through Mongoose text platform. • Deploy orientation-engagement campaigns to registered attendees 8-10 weeks prior, ensuring that we're consistently communicating with students leading up to the event. 			

New Jersey City University

Area: Student Media/The Gothic Times

Year: 2018 - 2019

<u>Link to Strategic Plan</u>	<u>Outcome:</u> Defined in observable, measurable language	<u>Assessment/Measures and Target Performance Levels:</u> The method used to gather evidence/data	<u>Strategies to Achieve Target Performance Level</u>	<u>Result:</u> Data results	<u>Analysis:</u> Interpretation of meaning of data results	<u>Action Plan:</u> Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
<p>Attract more NJCU students to participate in Student Media; Continue to serve as an educational, extracurricular, and student-led club that gives young people real-world skills.</p>	<p>Because we had more student writers/photographers/illustrators participating, we had more content to publish and podcast. This resulted in the newspaper printing more 16-page issues (as opposed to only 12-page issues) than in previous years.</p> <p>The website was also updated weekly, <u>which was a first.</u></p> <p>Co-hosted with Campus Life, the nationally recognized social media expert Sree Sreenivasan (who did a workshop for students in GSUB that had excellent attendance), attracted not only students but faculty and staff, including staff from NYU.</p> <p>Student Media also organized and co-sponsored a well-attended Constitution Day.</p>	<p>Student editors won two prestigious, statewide awards for their work. This “good press” for Student Media at NJCU builds brand awareness in the larger community, in the national student journalism community, and makes the organization more highly valued among student readers (as well as other campus community members.)</p>	<p>The best recruitment is excellent, interesting articles, web posts and podcasts; this brings in students. That said, our efforts at advertising, sponsoring and co-sponsoring events and tabling at Club Day, etc., helps us to spread the word.</p> <p>We had more students sign up this year at tabling events than in the past.</p> <p>We were also part of the LOFT Conference.</p> <p>Last summer we participated at orientation and had new, incoming students join the club when they got to campus in September.</p> <p>The director of Student Media also did a workshop last summer for the OSP program.</p>	<p>More students are joining.</p>	<p>Two recent editorial team members who JUST graduated are already working professionally. A third recently had a film accepted into the Newark International Film Festival.</p> <p>Three of our current team members are working at internships in their areas of interest this summer, including at a radio station. Another is working on a local investigative/feature project on gentrification with a veteran journalist in Jersey City and finally, a third student is doing an internship with a local JC councilman.</p>	<p>The Director of Student Media will be teaching <i>Writing for the Media</i> (in the Media Arts Dept.) in the fall. This will help attract more students to join. The class will also be able to function as a lab for the newspaper.</p> <p>We will continue to sponsor events; plans for Constitution Day in Sept. are, for example, being worked on now.</p> <p>More marketing and branding needs to be done; we are working on creating a brochure this summer about our program and finding a student Marketing Manager.</p> <p>The Director will improve her data tracking on the number of students signing up, coming to weekly meetings, etc. She and the students will also dive deeper into understanding our web analytics.</p>
<p>Analyze where our readers and listeners</p>	<p>Podcast: The most important thing about the podcast is that it has been consistent; it has been</p>	<p>We are closely observing the dashboards for our website,</p>		<p>By offering more platforms for our readers/listeners/viewers</p>	<p>We are increasing content but need to do more marketing.</p>	<p>Podcast: Podcasting students need to be exposed to more</p>

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<p>are coming from to help gauge student interest in topics and inform us on how we can best serve the community; grow in statewide and national recognition.</p>	<p>produced, edited and aired every other week as planned.</p> <p>Website: Looking at our web analytics, the award-winning story about the counseling center was the most highly viewed story online this year, gaining the GT scores of new website readers. When the April issue came out – featuring a student who is a model and influencer– we saw another large spike in page views. We saw an increase in views right before the <u>first</u> summer orientation at the end of June 2019; this shows that student-produced news is of interest to incoming students (and their parents.)</p> <p>Social: We recently consolidated our social media efforts and are more closely monitoring our followers; Instagram remains the most popular platform with the average NJCU student right now. The GT has over 700 followers as of July 2019.</p>	<p>App, podcasting platforms and social media.</p> <p>We are slowly growing the number of subscribers to the podcast; our biggest heard show had at least 50 individual listeners.</p> <p>Students covered a local story before the Jersey Journal did. This was a professional coup for the editorial team.</p> <p>The Director of Student Media was is serving on the national board of the College Media Association (CMA); she is the founder of CMA’s new Diversity Committee. She organized a workshop at one of the national conferences on “LGBTQ style guides” created by the national LGBTQ professional journalist’s organization and brought in a guest speaker.</p> <p>The Gothic Times team participated in the New Jersey College News Commons organization and will continue to do so. NJCU student media is a founding member of this effort.</p>	<p>Instagram: Our goal for Fall semester is to double the number of our followers on Instagram.</p> <p>The podcast needs to continue to improve and we need to increase our subscribers.</p> <p>New sound-proofing foam panels have been added to the podcasting space, with the help of Campus Life.</p>	<p>we are increasing our base.</p>		<p>student-produced podcasting that is of high quality. They need Podcast team needs to work on improving their fact checking and professionalism.</p> <p>New equipment needs to be obtained.</p> <p>In addition to expanding into video, addressed below, the team needs to revisit promoting the App.</p>

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<p>Strengthen connections to the community and each campus.</p>	<p>The creation of an <u>Events Editor position</u>, with new “Pick of the Week” feature updated weekly online helped draw more visitors to the website and position <i>The Gothic Times</i> as a place to get information for both the larger community and the NJCU family.</p> <p>Creation of the new “NJCU in 10” podcast features professors, staff, students and alum – appealing to a wide range of groups. It is also achieving a professional feel.</p> <p>The newspaper continues to be shipped to the Business School, which now has a dedicated kiosk. Connection was also made with the Wall Campus and newspapers are shipped there as well.</p> <p>Connections continue to be maintained with alum of the Student Media Program; example – former GT news editor Steven Rodas volunteered to be a judge for a national student Journalism conference this spring.</p> <p>Our year-end event featured a guest speaker from The Newest</p>	<p>Many of our stories published online have been shared on social media <i>outside</i> the NJCU community.</p> <p>The Jersey Journal reporters are reading <i>The Gothic Times</i>.</p> <p>Student reporters are learning how to find experts on campus, but in the community as well.</p>	<p>Newspapers are being delivered to the Wall Campus and the Business School.</p> <p>Students are getting good internships off campus.</p>			<p>Over the summer we will create a plan to have better distribution to the dorms.</p> <p>Students will visit the Business School. Most of our team does not have classes there.</p>

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	Americans, broadening NJCU's understanding of media and work/stories about immigrants in NJ, and increasing groups such as The Newest Americans (based in Newark) to learn more about NJCU.					

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Continue to innovate and follow best practices in journalism.	<p>This year we expanded our podcast, continued to promote our App and worked to increase our social media reach.</p> <p>We attended two national student media conferences and several regional student media events, keeping us in touch with what other college-based news outlets are doing.</p> <p>We brought in a guest speaker to talk with the editorial team about generating story ideas and how to break into the business.</p>	<p>Our podcast is using Spreaker, a state-of-the-art platform which allows us to be heard on multiple channels.</p> <p>The Gothic Times won two state-wide journalism awards.</p>	Beginning this summer students will start experimenting with adding video to our repertoire of content. From Instagram stories to Facebook Live, to re-establishing an active You Tube channel for Student Media, video will hit all of our strategic plan’s main goals; innovation, connections to the community (and all campuses), help us track where viewers/readers are coming from and what they want, and attract more consumers of student-produced media in general.	Our awards and growing presence on campus is significant and shows that we are hitting this goal.	<p>We are in a strong position to grow student media.</p> <p><u>Action:</u> Working with Media Arts and Campus Life we will grow our Podcast and begin producing video content.</p>	

New Jersey City University

Area:

HEALTH AND WELLNESS CENTER

2018-2019

<u>Link to Strategic Plan</u>	<u>Outcome:</u> Defined in observable, measurable language	<u>Assessment/Measures and Target Performance Levels:</u> The method used to gather evidence/data	<u>Strategies to Achieve Target Performance Level</u>	<u>Result:</u> Data results	<u>Analysis:</u> Interpretation of meaning of data results	<u>Action Plan:</u> Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
2	Support the Health and Wellness of Students	At least 90 % of all patient care visits will be from NJCU students	<ul style="list-style-type: none"> • Provide basic medical and first aid services to NJCU students free of charge. • Services offered by a registered nurse and a consulting physician. A family practice physician is available to students 2 days per week for a 2 hour period during the academic year. • Network with community organizations to provide additional services for our students 	Target Met <ul style="list-style-type: none"> • There were a total of 1242 patient care visits. Of these 94% were students (1166). 550 were resident students. • 4180 immunization visits • 104 HIV tests and 81 STD tests were provided by community agencies on campus free of charge to our NJCU students. 		
2	Increase student satisfaction with services provided. Identify areas for improvement.	At least 80% of students will be satisfied with services rendered and offer suggestions for other needs.	<ul style="list-style-type: none"> • Students are encouraged to voluntarily complete a satisfaction survey anonymously and place in a lock box in the waiting room. 	Target Met <ul style="list-style-type: none"> • More than 90% of students were 	-The professional, competent care by staff committed to college health attributes to the	Requests have been submitted requesting a Full Time Advanced Practice Nurse and increase in physician

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				<p>completely satisfied with the services offered in the HWC.</p> <ul style="list-style-type: none"> • Many of the students seen did not have health insurance and would not have seen a medical provider otherwise. • Students continue to request increased services including more physician hours and GYN services. 	<p>student satisfaction, academic success and retention. -Additional services would increase satisfaction.</p>	<p>hours. We will continue to provide excellent service to our students using the resources we have.</p> <p>We will continue to network with the Non Profit Urban League to send a representative to campus. The representative will assist our uninsured students apply for insurance e.g. Family Care or Medicaid.</p> <p>Students are referred to the Federally Qualified Health Centers (FQHC) in the community for additional services.</p> <p>We are in the process of contracting with Hoboken Family Planning a non-profit agency to provide additional testing and screening services for our NJCU students on campus.</p>

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New Jersey City University

Area: Centralized Tutoring and Academic Support Programming (The Hub)

Year: FY19 (2018-2019)

<u>Link to Strategic Plan</u>	<u>Outcome:</u> Defined in observable, measurable language	<u>Assessment/Measures and Target Performance Levels:</u> The method used to gather evidence/data	<u>Strategies to Achieve Target Performance Level</u>	<u>Result:</u> Data results	<u>Analysis:</u> Interpretation of meaning of data results	<u>Action Plan:</u> Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
<p>Strategic Plan: Goal 1: Enhance Academic Excellence. 1.2 - Strategy C: Re- envision developmental and tutoring programs to improve retention and learning.</p> <p>Goal 2: Achieve Student Success: Academic, Personal, and Social 2.3 - Strategy B: Re- envision developmental and tutoring programming to improve retention and learning.</p>	<p>Total Students with Tutoring Appointments</p>	<p>Data is collected via EAB platform</p>	<p>Intrusive and passive outreach as follows:</p> <ol style="list-style-type: none"> 1. Outreach via classroom visits, orientation, and campus marketing such as strand vision and tabling at events. 2. Outreach via SOAR calling campaigns to students on academic probation. 3. Outreach via EAB to at-risk students (midterm grades and faculty communications/referrals) 4. Marketing via social media: Instagram, Facebook, Twitter. 5. Awareness via departmental meetings (faculty and staff) 6. Awareness via faculty training 	<p>Total Students with Tutoring Appointments: 1,445</p>	<p>Data shows a 2% increase in the Total Students with Tutoring Appointments from FY18 to FY19</p>	<ol style="list-style-type: none"> 1. Continued intrusive and passive outreach: emails, classroom visits, campus marketing, social media, and calling campaigns. 2. Continued outreach for the Academic Care and Engagement Services (ACES) probation program: direct email via EAB platform and SOAR calling campaign. 3. Continued outreach to freshmen and sophomores enrolled in foundational courses (Mathematics and English) 4. Continued outreach/ awareness of tutorial services to faculty and staff. 5. Increase partnerships and collaborations with faculty and student service departments. 6. Discuss duplication of services to alleviate confusion regarding tutorial services

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						<ol style="list-style-type: none"> 7. Promote data collection of campus-wide tutoring units via EAB. 8. Promote centralized tutor training for campus-wide tutoring units using data, including student testimonies.
<p>Strategic Plan: Goal 1: Enhance Academic Excellence. 1.2 - Strategy C: Re- envision developmental and tutoring programs to improve retention and learning.</p> <p>Goal 2: Achieve Student Success: Academic, Personal, and Social 2.3 - Strategy B: Re- envision developmental and tutoring programming to improve retention and learning.</p>	<ol style="list-style-type: none"> 1. Total students engaged in the Academic Care and Engagement Services (ACES) program (academic probation support program 2. Total students who exited academic probation 3. Total students who registered for Fall 2019 4. Total student who completed FAFSA 	<p>Data is collected via the EAB and PeopleSoft (Final Grades, CGPA, Registrations, FAFSA)</p>	<p>This is a cross divisional/departmental program</p> <ol style="list-style-type: none"> 1 Intrusive outreach to students regarding “mandated” engagement in the program. 2 Orientation prior to the semester 3 Mandated meetings throughout the semester with tutors, academic coaches, academic advisors (UAC, Athletics, TRIO, and OSP), OSP counselors, administrators. 4 Midterm and End of the Semester group meetings/workshops with the ACES Team. 	<ol style="list-style-type: none"> 1) Total student who engaged the ACES program: 97 2) Total students who exited academic probation: 23 (24%) 3) Total students who registered for Fall 2019: 63 (65%) 4) Total student who completed `19/20 FAFSA: 91 (94%) 	<p>Spring 2019 was a benchmark semester for the ACES program. Initial findings suggest the program is successful.</p>	<ol style="list-style-type: none"> 1 Continued, systematic, Intrusive outreach to student on academic probation 2 Continued cross divisional/ departmental collaborations 3 Institutionalizing a mandated ACES workshop course (1 hour weekly non-credit baring course) 4 Promote data collection via EAB for all support units. 5 Promote ACES to faculty and staff, utilizing quantitative and qualitative data, including student testimonies.

<u>Link to Strategic Plan</u>	<u>Outcome:</u> Defined in observable, measurable language	<u>Assessment/Measures and Target Performance Levels:</u> The method used to gather evidence/data	<u>Strategies to Achieve Target Performance Level</u>	<u>Result:</u> Data results	<u>Analysis:</u> Interpretation of meaning of data results	<u>Action Plan:</u> Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
<p>Strategic Plan: Goal 1: Enhance Academic Excellence. 1.2 - Strategy C: Re-envision developmental and tutoring programs to improve retention and learning.</p> <p>Goal 2: Achieve Student Success: Academic, Personal, and Social 2.3 - Strategy B: Re-envision developmental and tutoring programming to improve retention and learning.</p>	<p>1. Total students receiving Embedded Tutoring (intrusive in-class support & supplemental tutoring services) 2. Total student who passed courses with embedded tutoring</p>	<p>Data is collected in EAB and PeopleSoft (course rosters, grades)</p>	<p>Embedded tutoring is collaborative effort between faculty and The Hub.</p> <ol style="list-style-type: none"> 1. Intrusive in-class tutoring assistance as instructed by the professor. 2. Intrusive academic coaching via The Hub 3. Intrusive tutoring as instructed by the professor 	<ol style="list-style-type: none"> 1. Total students receiving embedded tutoring: 65 2. Total students who passed courses with embedded tutoring: 54 (85%) 	<p>Spring 2019 was a benchmark semester for Embedded Tutoring. Initial findings suggest the program is successful.</p>	<ol style="list-style-type: none"> 1. Continued collaborations with faculty teaching freshmen ESL courses. 2. Outreach for collaborations with the English Department on freshmen EC1 and EC2 courses, specifically course with an ALP (foundational) components 3. Additional funding will be required if Embedded Tutoring is utilized in EC1 and EC2 course, specifically course with an ALP (foundational) component

<u>Link to Strategic Plan</u>	<u>Outcome:</u> Defined in observable, measurable language	<u>Assessment/Measures and Target Performance Levels:</u> The method used to gather evidence/data	<u>Strategies to Achieve Target Performance Level</u>	<u>Result:</u> Data results	<u>Analysis:</u> Interpretation of meaning of data results	<u>Action Plan:</u> Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
<p>Strategic Plan: Goal 3: Enhance Resources and the University's Capacity to Achieve Vision. 3.1 Advance core NJCU values of individual and institutional caring, growth, and excellence / Strategies A through D.</p>	<p>Total hours of tutor training</p>	<p>Data on the Total Hours of Tutor Training, Training Topics, and Assessment Rubrics are recorded by the Director</p>	<p>Training is mandatory for tutors regardless of level, i.e. Peer, Alumni, or Professional.</p> <p>All tutors are observed and assessed regularly utilizing the Tutoring Assessment Rubric. Tutors who do not perform well on the Tutoring Assessment Rubric and/or Peer Tutors who fall below a 3.3 CGPA are placed on Tutoring Probation and risk suspension and/or termination.</p>	<p>All tutors received 42 hours of training during the fall and 46 hours of training during the Spring: 88 hours of training per academic year. Training includes pedagogy, content, best practices updates, technology, protocol, and awareness of campus support services and academic offerings.</p> <p>Academic coaches received 6 hours of training and certification via the National Tutoring Association (NTA)</p> <p>Conferences/Affiliate Meetings/Webinars: 9</p>	<p>An increase of 4 hours of tutor training. Additional training units included Undocumented Students, Title IX, and Mental Health Awareness.</p> <p>Spring 2019 was a Benchmark semester for Academic Coaches, who received 6 hours of training/ certification via the National Tutoring Association (NTA).</p> <p>Director and Coordinator attended conferences, as follows:</p> <ul style="list-style-type: none"> - 2018 CRLA National Conference - 2019 CRLA NJ/PA Chapter Conference - 2018 CRLA Peer Mentor Training Program - 2018 & 2019 New Jersey Tutoring Administrators Group meeting. (J. Blicharz is a founding member) - NTA webinars on tutorial services 	<p>Continued training and best practices research in the fields of tutoring, Academic Coaching, Embedded Tutoring, and Student Services. These include conferences, training, research, and cross divisional/departmental training and awareness.</p> <p>Continued research on Response to Intervention and intrusive academic support for at-risk students and first year students.</p> <p>Continued tutoring observations and use of Tutoring Assessment Rubric.</p>

New Jersey City University
Division of Student Affairs

Area: Office of the Registrar

Year: 2018-2019

Department Mission Statement:

The Office of the Registrar is dedicated to supporting the mission and goals of New Jersey City University. Our dedicated team acts as the liaison amongst University constituents to ensure compliance with academic policies, procedures, and deadlines, as well as state and federal regulations. The office of the Registrar continues to improve our business processes and services to meet the changing needs and expectations of our constituents, and to provide exemplary services to our community.

Link to Strategic Plan	Outcome: Defined in observable, measurable language	Assessment/Measures and Target Performance Levels: The method used gather evidence/data	Strategies to Achieve Target Performance Level	Result: Data results	Analysis: Interpretation of meaning of data results	Action Plan: Explanation of actions that will be taken for continuous improvement. Action plan should stem from result and analysis
Goal-3 Objective -1	Provide high quality, efficient and courteous service to NJCU student body.	Achieve at least a 90% overall satisfaction rate.	<ul style="list-style-type: none"> • Survey those served at the service window • Provide training opportunities for office staff • Communicate university updates and new initiatives 	<p>OUTCOME MET: The student satisfaction survey results demonstrate the quality of service provided to our students served at the Registrar Service Window. Our customer service survey concluded a large percentage of our students acknowledged the office staff is knowledgeable, treat students with respect, promptly serve students and students are satisfied with the services provide at the Registrar's window.</p>	Although the Registrar's office has meet it customer satisfaction goal, our office will strive to increase all measures to 90% and above.	<p>Continue current strategies.</p> <p>Provide additional opportunities for professional development.</p> <p>Quarterly review assessment survey results.</p>

				Minimum Wait Time-86% Staff Knowledge-90% Friendliness and Professionalism-86% Overall Experience- 95%		
Goal-1 Objective-2 Goal-3 Objective-3 Goal-4 Objective-2	Streamline the scheduling process.	Train 100% of Chairpersons and Deans on the Infosilem scheduling software.	<ul style="list-style-type: none"> • Distribute training schedule a timely manner • Meet with Deans and Chairs • Gather feedback • Include recommendations in the overall process • Provide individualized training 	OUTCOME MET: 100% of Deans and Chairpersons were trained. 50 Chairpersons and 10 Deans received Infosilem training.	Training Deans and Chairpersons is a vital component to streamlining the scheduling process. For the Fall 2018 term, the scheduling team processed thousands of unique edits. Increasing faculty competency utilizing the scheduling software as intended will decrease changes and optimize the overall process.	Continue current strategies. Present the overall impact of the scheduling process and the human capital required to execute this initiative.
Goal-1 Objective-3 Goal-3 Objective-3	Increase accuracy of the PeopleSoft Degree audit system	Ensure course substitutions and waivers are entered	<ul style="list-style-type: none"> • Inventory current academic plans • Collaborative review process • Demonstration of system functionality • Provide training 	All new approved academic programs and courses are accurately reflected in the degree audit.	The Degree Audit is a highly utilized tool used by the university community since it provides a roadmap to graduation. Student and advisors accessed the degree progress report approximately 228000 times. As such, it needs continuous maintenance to ensure functionality.	Continue current strategies. Work with the University Advisement Center to ensure all inaccuracies are corrected. Train advisors to enter course substitutions/waivers.
Goal -3 Objective-3	NSC enrollment and degree reporting.	Timely submission of National Student	<ul style="list-style-type: none"> • Review NSLDS and NSC 	OUTCOME MET: 24 degree and enrollment	NJCU submits data on a monthly basis to	Continue current strategies.

		Clearinghouse enrollment and degree submissions.	<p>submission schedule</p> <ul style="list-style-type: none"> • Review PeopleSoft setup • Extensively audit and scrutinize data extract 	files were submitted.	insure status changes are captured and reported within the allotted timeframe.	Add an additional internal auditor to verify status changes are captured and reported.
Goal -3 Objective-3	Timely and Error free processing of online transcripts	Process online transcripts within 24 hours.	<ul style="list-style-type: none"> • Generate online transcript request • Verify coversheets corresponds with checklist • Run process daily 	<p>OUTCOME MET:</p> <ul style="list-style-type: none"> • On average, online transcripts are processed within 24 hours. • The Registrar's office processed over 8000 online transcript requests. 	Our constituents depend on prompt transcript processing given the implications it may have on employment, internships, scholarships, housing, etc... As such, prompt service is needed to meet their needs.	Continue current strategies
Goal-1 Objective-3 Goal-3 Objective-3	Modify the graduation clearance process to optimize on line capabilities.	Increase the number of online graduation clearance application.	<ul style="list-style-type: none"> • Provide graduation notification to chairs, deans and students • Post graduation message on the Portal • Extend the application deadline 	<p>OUTCOME MET:</p> <ul style="list-style-type: none"> • For the 18-19 academic year, over 2300 applicants applied online through GothicNet. 	Increasing the frequency of communications and extending the application deadline has increased the volume of online graduation clearance applications submitted.	Continue current strategies.

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Goal 2: Achieve Student Success: Academic, Personal, and Social	Maintain a residential community that is engaged in social, cultural and educational programs	Qualtrics Survey eRezLife Housing database	<p>Enhance Resident Assistant programming: The RA programming model was adjusted to make it more inclusive for all students and reduce the silos between the 3 residence halls. During the Spring 2019 semester, each RA was required to collaborate with another RA in a different building to create one large program that would be inclusive of all residents. In addition, passive programming was increased so RAs can conduct mini spontaneous programs for residents.</p> <p>Enhance Residence Hall Directors programs to address the needs of residents. Continue 6 weeks meet and greets: Resident Assistants are charged with meeting with all their residents, having conversations and providing them with resources to assist them with the transition into college as well as into the semester overall.</p> <p>Create an end of year survey so students can provide housing with feedback and assessment</p>	<p>The RAs conducted 124 programs during the 18-19 academic year</p> <p>The Residence Hall Directors conducted 13 programs during the 18-19 academic year.</p> <p>The RAs met with 435 out of 541 residents (80%) during the first six weeks of the semester. This was an increase of approximately 2% from previous year. The RAs provided information regarding resources on campus and addressed all concerns (academic and social).</p> <p>End of Year survey was provided to students to assess their experience in housing. 86 out of 534 residents completed the survey (52- West Campus Village; 21 Vodra; 13 Co-Op). Residents were asked about their interactions with their RA, programming's, residence halls facilities, and safety on campus.</p> <p>In order to provide additional activities for residential students, the West Campus Village game room was relocated to the lobby area. This allowed for students to play pool, foosball and watch TV in an open area that was easily visible to public safety and housing staff</p>	<p>While students are attending programs, the RAs need to collect better data of who attended and evaluations of programs. The quantity of programs were okay, but there is a need to do more programming for all students.</p> <p>Students attended the Band of Brother programs and wanted more events to occur. The following of Band of Brothers grew throughout the year.</p> <p>During the six week meet and greet, students were open to meeting with their RA and wanted to know about more resources offered on campus</p> <p>In the end of year surveys, student expressed the want for additional programming, need for additional security presence, and expressed dissatisfaction with the maintenance of the residence halls</p> <p>The game room was utilized by more residents and there was less</p>	<p>Continue to streamline the RA programs and foster additional collaborative opportunities.</p> <p>Revamp Sister Circle so students who identify as female can engage in similar activities as Band of Brothers. Continue to support Band of Brothers and collaborate with other departments to enhance the program.</p> <p>Increase the percentage of 6 week meet and greets completed to 90 percent. Administer 6 Week Meet and Greet for all students both Fall and Spring. Continue to evaluate the resources that are provided to students and add more if needed.</p> <p>Send out housing assessment surveys to the resident student population bi-annually to increase quantity of feedback. Provide incentives for filling out the surveys. Create a short link and a QR code so survey is user friendly and easy to access.</p> <p>Add some additional games to the WCV game room and establish a game room/lounge areas for Co-Op and Vodra halls.</p>

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			Upgrade the game room in West Campus Village		damage to the games and area. Students liked the new location and are requesting more games.	
Goal 2: Achieve Student Success: Academic, Personal, and Social	Maintain a residential community that is safe, well maintained, has access to technology, and provide emotional/mental health support when needed	Qualtrics Survey eRezLife Housing database	<p>Continue to educate all students during the beginning of each semester on safety/policies/procedures and NJCU resources</p> <p>Continue to provide counseling for students who self-identify or are sanctioned to due to judicial violations</p> <p>Continue to track and monitor students with any IT request for assistance</p> <p>Utilize the eRez Life, the housing database to report and address all incidents in the residence halls</p>	<p>Throughout the 2018 – 2019 academic year, the RAs conducted monthly floor meetings for their residence hall. During the initial meetings, NJCU resources were discussed, policies and procedures were reinforced, and students were able to learn about living on campus.</p> <p>During the Spring 2019 semester 27 students signed up to meet with the Counselor in Residence. Out of the 27; 8 students signed up for multiple session throughout the semester.</p> <p>Throughout the 2018-2019 academic year 34 students contacted IT regarding connecting their gaming devices to the Wi-Fi (13 students reached out more than once during the semester).</p> <p>801 student interactions were documented for the 2018-2019 academic year. These interactions included policy violations, room lock outs, roommate conflicts, room concerns, and all situations where residence life staff addressed students concerns.</p>	<p>Based on the student feedback, there is a need to be more transparent with housing policies, resources on campus and have a stronger ResLife presence in the halls.</p> <p>The counselor in residence program is doing well. There is a need to provide more services since some students wanted to see the counselor but availability was limited.</p> <p>Currently all student interactions are tracked in the judicial form. RAs have increased their documentation of interactions with students. There is a need to separate non-judicial from other interactions to gather accurate count of policy violations vs. student’s interactions.</p>	<p>Conduct a Housing Orientation for all new students to ensure they are aware of all the policies, procedures, and resources available to them while living on campus.</p> <p>Continue to utilize the counselor in residence to address student’s needs. Establish a connection with the counseling graduate school during the summer, so the counselor in residence program can be shared with students upon arrival in the residence halls</p> <p>Utilize eRez for all incidents in the residence halls. Create a more uniform process for documenting and sanctioning students. Gather best practices for other methods to hold students accountable such as restorative justice, community service etc.</p> <p>Create a separate form for non-policy violation documentation such as a lock out form.</p>
Goal 3: Enhance Resources	Create a Department of Housing		Restructure the Resident Assistant position	17 Resident Assistants were hired for the 2018-2019 academic year. During the Spring semester, the RAs duties were adjusted from 24hr on call	The increase of positions provided more opportunities for students to obtain jobs on	Establish training dates for each student worker position. Provide updates to key departments

New Jersey City University

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and the University's Capacity to achieve vision	& Residence Life that meets the needs of the residential population		<p>Create a Facilities Assistant position</p> <p>Continue to provide front desk coverage</p> <p>Streamline Professional Staff members positions</p> <p>Create a Graduate Assistant position of Operations</p> <p>Enhance Summer Resident Assistant training</p> <p>Establish a Residence Hall Association</p>	<p>duty to a 5pm – 9am structure. RAs would conduct office hours in an established area of the residence halls from 5pm – 11pm; and then remain in the building from 11pm – 9am to address any overnight concerns. The RA managed the overnight guest list, lock outs, and cover the front desk if needed.</p> <p>The Facilities Assistant position was created to serve as a support the day-to-day operations of NJCU Housing Facilities. Duties include escorting vendors and staff throughout the residence halls and reporting/investigating facilities issues and cleanliness.</p> <p>66 student workers were hired (5 student assistants only; 61 Desk Assistants and Facilities Assistants)</p> <p>The Graduate Assistant for Operations assist with the daily administrative functions for the management of 500+ students in a residential population that supports student learning and the mission of NJCU. The Graduate Assistant for Operations will also share responsibilities of emergency/crisis response and student conduct with five other professional staff members. The Graduate Assistant for Operations reports directly to the Assistant Director of Operations. This graduate assistantship is a live-on, 20 hour a week assistantship, in addition to serving in an on-call duty rotation.</p>	<p>campus. There is a need to provide additional training to the new positions and educate the college community on how the RA role has changed.</p> <p>The Graduate Assistant roles in Residence Life are essential to the housing and residence life department. There is a need to provide additional training for emergency on call duty, and how to handle incidents.</p> <p>Summer RAs are doing well and are well versed in the day to day operations of the Housing & Residence Life office.</p>	<p>such as Public Safety and Facilities about the changes in Res Life.</p> <p>Establish more time on what to do during emergency situations. Create an emergency on call list so staff knows who to call when incidents occur. Create a protocol structure for on call duty.</p> <p>Provide the academic year RAs with more operational training so they can understand the day to day functions of the office.</p> <p>Residence Hall Association Goals:</p> <p>Elections will in September, so all students are aware of the RHA</p> <p>Become a club and be part of the Student Government Association at NJCU.</p> <p>Expand to have hall councils in each residence hall under RHA.</p> <p>Offer various benefits to the executive board of RHA</p> <p>Conduct focus group meetings with residents.</p> <p>Create micro communities in the residence halls to address the needs and interest of our students living on campus.</p>

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				<p>Summer Resident Assistant Training revamped to include the following sessions:</p> <p>Summer RA 101:</p> <ul style="list-style-type: none"> Reviewed contract line by line and discussed the responsibilities, time commitment, duration of position, and terms of employment. <p>Staff Expectations:</p> <ul style="list-style-type: none"> General discussion of supervision style, goals, overall feelings toward the position and working over the summer. <p>Calendar Scheduling:</p> <ul style="list-style-type: none"> Duty schedule, office hour schedule, vacation dates, blackout dates and any obligations that would affect our staff calendar. <p>Programming with eRez</p> <ul style="list-style-type: none"> Led by Asst. Dir. Staff Development. Covered how programs are submitted via eRez and how to go about obtaining planning for their programs including obtaining any needed items. Program requirements and budget were also discussed. <p>The Office: Prep & Clean</p> <ul style="list-style-type: none"> Cleaned out RA office in preparation of the summer term. Set the space up for Summer RA use and discarded any out dated items. Stocked with snacks, program supplies, and 		

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				<p>office supplies. Toured the newly organized space and toured the main housing office.</p> <p>Room Condition Reporting with eRez</p> <ul style="list-style-type: none"> Reviewed how to use eRez’s condition reports to assess and report a room’s condition. <p>Behind Closed Doors (BCDs)</p> <ul style="list-style-type: none"> Staged common summer incidents/duty call scenarios that each RA was responsible for addressing. Topics included a party with nonresidents and assisting a disgruntled conference guest. <p>Incident Report Writing</p> <ul style="list-style-type: none"> Each RA completed an incident report for the scenario they addressed during the Behind Closed Doors session. They received feedback from the staff and supervisor. <p>Guest Tracking with eRez</p> <ul style="list-style-type: none"> Completed guest registration training with eRez. <p>Duty Procedures</p> <ul style="list-style-type: none"> Completed mock duty round and log, reviewed duty procedures and how to report issues when on call. <p>Soft launch of Residence Hall Association in spring 2019. There are currently 5 members of the RHA executive board. They held a End of semester Pool party on May 3rd, 2019.</p>		

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Goal 3: Enhance Resources and the University's Capacity to achieve vision	Enhance the housing database to allow students and staff to manage their housing needs	Qualtrics Survey eRezLife Housing database	<p>Utilize eRez Life for residential housing applications, placement of students into housing assignments</p> <p>Streamline Resident Assistant Hiring process by utilizing eRez Life housing database.</p> <p>Guest Management through Qualtrics</p>	<p>Fall 2018: 794 students accessed the eRez system to express interest in housing.</p> <p>Spring 2019: 702 students accessed the eRez system to express interest in housing.</p> <p>The Resident Assistant selections process was conducted through eRez life. 12 interest meetings were conducted; 122 students attended the interest meetings; 50 students applied for the RA position; 5 new RAs were hired and 12 returning RAs were rehired; 9 were given the alternate position; and 33 were not offered a position.</p> <p>Students utilized qualtrics to manage their visitors. Approximately 403 students requested to have an overnight guest during the Fall 2018 semester. Approximately 449 students requested to have an overnight guest during the Spring 2019 ,</p>	<p>Many students are requesting overnight guest during the semesters. There is a need to enhance the signing in of guest, streamline the guest policies, and ensure students are signing in their guest.</p>	<p>Implement the Guest Management System through eRezLife so all visitors can be tracked efficiently.</p> <p>Create an overnight guest policy for building to building visitors.</p> <p>Partner with Public Safety to assist with supervising Desk Assistant and Security staff so guest are signed in.</p> <p>Add card readers at the desk areas so students must scan their card upon entering the halls.</p>

New Jersey City University
Division of Student Affairs – Retention and Student Success Services Subdivision

Area: SOAR – Student Outreach and Retention Office

Year: 2018-2019

Link to SP	Outcome	KPI (measure and target performance level)	Strategies to Achieve Target Performance Level	Result	Analysis	Action Plan/Continuous Improvement
2	Increase FTFT one year retention rate	Retention rate Goal: FTFT 2018 Final Retention Rate 74%	<ul style="list-style-type: none"> Targeted calling campaigns Peer Mentoring program for non-affiliated students Targeted financial literacy interventions Student group affiliated coordinated outreach/servicing ACES probation programing 	FTFT 2017 one-year retention rate 72.9% FTFT 2018 as of 9.10.19 <ul style="list-style-type: none"> 74.4% one-year retention 	FTFT one-year retention rate is tracking 1.5% up. YTD data comparison projects a 3% melt in the retention rate from now until census. Strategies currently in progress: <ul style="list-style-type: none"> ACES- Expanded academic support outreach and programming Streamlined discontinued student group communications Redesigned peer mentoring program and at-risk identification Increased targeted financial support programing 	In AY 19-20 the SOAR office plans to expand interventions to FTFT students unresponsive to outreach efforts. Through a mixture of in class interventions, text message campaigns, and one-on-one mentoring opportunities we hope to track and increase FTFT engagement. Data supports a lag in unaffiliated commuter and housing affiliated FTFT student retention rates. Resources will be allocated to prioritize outreach and financial literacy intervention efforts to these cohorts. FTFT 2019 Goal: 79% one-year retention
2	Increase FTFT one year retention rate	Retention rate Impact Number of students registered for the Fall 2019 Total of assistance funds disbursed Total of projected Fall 2019 cash	<ul style="list-style-type: none"> Debt Forgiveness of past due balances One-time financial incentives to push prompt enrollment ACES probation programing Cohort tracking and support into 2nd year 	44 FTFT 2018 enrolled for the Fall 2018 as a part of this initiative: <ul style="list-style-type: none"> 29 Balance forgiveness grant awards 15 one-time Fall 2019 grant awards \$140,395.96 total assistance disbursed \$213,951.59 projected Fall 2019 cash	In an effort to close the YTD lag on the retention rate aggressive financial incentives were marketed to students in August 2019. These efforts accounted for a 4.6% increase in the FTFT 2018 Retention Rate. Initiative is cash positive \$73,555.63. Efforts will be focused on 100% collection of Fall 2019 cash projections. Strategies currently in progress: <ul style="list-style-type: none"> ACES- Expanded academic support outreach and programming Registration and holds outreach/assistance 2nd Year cohort tracking to gauge academic success Intrusive financial planning meetings 	Financial support programs need to be assessed to determine if there is a return on financial investments made. Students who participated in this program will be tracked into the Spring 2019. A focus will be placed on developing yearly financial plans and academic recovery. Measures of program effectiveness include: <ul style="list-style-type: none"> Total of Fall 2019 and Spring 2020 Cash (AY 19-20) Number of students who earn above a 2.0 term GPA in the Fall 2019 Number of students who successfully enroll into Spring 2019 courses Impact on 2nd year retention

New Jersey City University
Division of Student Affairs – Retention and Student Success Services Subdivision

Link to SP	Outcome	KPI (measure and target performance level)	Strategies to Achieve Target Performance Level	Result	Analysis	Action Plan/Continuous Improvement
2	Connect to services and assist with transition to college	<p>Number of Calling Campaigns and phone calls made</p> <p>Number of students successfully contacted</p> <p>Number of students identified for additional assistance</p> <p>Number of followers on social media</p> <p>Student satisfaction survey results</p>	<ul style="list-style-type: none"> • Increase and expand outreach • Social media engagement plan • Support university engagement and retention initiatives • At-risk student follow-up • Student staff service training 	<p>AY 18-19:</p> <ul style="list-style-type: none"> • 120+ calling campaigns • 11,500+ phone calls • 1,450+ at-risk students referred to resources • 1000+ followers on social media • 226 customer satisfaction surveys completed 	<p>AY 17-18 Comparison:</p> <ul style="list-style-type: none"> • Increase of 20 calling campaigns <ul style="list-style-type: none"> ○ 100 campaigns in 17-18 • Increase of 1,000 calls <ul style="list-style-type: none"> ○ 10,500+ calls in 17-18 • Increase of 200 at-risk students referred <ul style="list-style-type: none"> ○ 1,250+ students referred in 17-18 • Increase of 167 followers on social media (833 in 17-18) <p>Survey results for 18-19:</p> <ul style="list-style-type: none"> • 92% of respondents strongly (81%)/slightly agreed (12%) their problem was resolved by visiting SOAR • 99% of respondents rated the quality of customer service received as excellent (90%) or good (9%) • 99% of students would recommend SOAR to a friend • 94% of students strongly (87%)/slightly agreed (7%) that SOAR helped them get a better understanding of the university services and resources available • 97% of students strongly (95%)/slightly agreed (2%) that SOAR staff was genuinely interested in helping resolve their problem. 	<p>SOAR staff plans to actively participate in university committees and support university-wide retention initiatives. Surveying initiatives will continue to be expanded. Additionally, the SOAR Office implemented a system to track walk-in student traffic.</p> <p>Outreach data reporting will focus on identifying trends in retention issues. Data will be used to develop strategies for programing and interventions.</p> <p>To support the persistence of first generation low income FTFT SOAR will focus on:</p> <ul style="list-style-type: none"> • Incentivizing healthy student enrollment behavior • Four-year financial planning meetings • Enhancing financial literacy strategies • Collaborative registration initiatives with the UAC <p>AY 19-20 Goals:</p> <ul style="list-style-type: none"> • 130+ calling campaigns • 12,000+ phone calls • 1,550+ at-risk student referred to resources • 1,250+ followers on social media • 500+ surveys completed

New Jersey City University
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Link to SP	Outcome	KPI (measure and target performance level)	Strategies to Achieve Target Performance Level	Result	Analysis	Action Plan/Continuous Improvement																																																
2	Support the persistence of academically at-risk FTFT	<p>Number of FTFT Under 2.0 GPA</p> <p>Number of FTFT engaged in ACES</p> <p>Number of FTFT engaged in ACES Scholar</p> <p>Retention rate of engaged FTFT cohorts</p> <p>GPA and Credits Earned of engaged FTFT cohorts</p> <p>Number of meetings</p>	<ul style="list-style-type: none"> • ACES- Academic at risk student outreach and programming • ACES Scholar pilot probation program for scholarship recipients under 3.0 GPA after completion of Fall semester • In-class intervention to at risk students • Intrusive counseling on life logistic strategies for success • Increase collaboration with key university constituents • Priority financial assistance screening for financial barriers to success • Outreach and in office support for academic appeal submission 	<p>2018 ACES Program (FTFT only):</p> <ul style="list-style-type: none"> • 203 FTFT eligible for the program under 2.0 GPA • 73 active FTFT in program • 73 intake sessions • 55 one-on-one meetings <p>2018 ACES Scholar Program:</p> <ul style="list-style-type: none"> • 26 FTFT eligible for the program between 2.0-2.99 GPA • 14 active FTFT in program • 14 intake sessions • 44 one-on-one meetings 	<p>AY 18-19 total academically at-risk students supported:</p> <ul style="list-style-type: none"> • 229 FTFT eligible for the programming • 87 active FTFT in programming • 87 intake sessions completed • 99 one-on-one meetings completed <p>2018 ACES FTFT Engaged Cohort Comparison (N=73):</p> <table border="1"> <thead> <tr> <th>Row Labels</th> <th>Engaged</th> <th>Did Not Engage</th> <th>Grand Total</th> </tr> </thead> <tbody> <tr> <td>Student Count</td> <td>73</td> <td>130</td> <td>203</td> </tr> <tr> <td>Fall 2019 Enrolled</td> <td>56</td> <td>75</td> <td>131</td> </tr> <tr> <td>Retention Rate</td> <td>77%</td> <td>58%</td> <td>65%</td> </tr> <tr> <td>Average of Cum GPA</td> <td>1.48</td> <td>1.10</td> <td>1.24</td> </tr> <tr> <td>Average of Total Credits Earned</td> <td>15.04</td> <td>12.39</td> <td>13.34</td> </tr> </tbody> </table> <p>2018 ACES Scholar FTFT Engaged Cohort Comparison (N=14):</p> <table border="1"> <thead> <tr> <th>Row Labels</th> <th>Engaged</th> <th>Did Not Engage</th> <th>Grand Total</th> </tr> </thead> <tbody> <tr> <td>Student Count</td> <td>14</td> <td>12</td> <td>26</td> </tr> <tr> <td>Fall 2019 Enrolled</td> <td>13</td> <td>10</td> <td>23</td> </tr> <tr> <td>Retention Rate</td> <td>93%</td> <td>83%</td> <td>88%</td> </tr> <tr> <td>Average of Cum GPA</td> <td>2.71</td> <td>2.55</td> <td>2.63</td> </tr> <tr> <td>Average of Total Credits Earned</td> <td>28.29</td> <td>26.33</td> <td>27.38</td> </tr> </tbody> </table>	Row Labels	Engaged	Did Not Engage	Grand Total	Student Count	73	130	203	Fall 2019 Enrolled	56	75	131	Retention Rate	77%	58%	65%	Average of Cum GPA	1.48	1.10	1.24	Average of Total Credits Earned	15.04	12.39	13.34	Row Labels	Engaged	Did Not Engage	Grand Total	Student Count	14	12	26	Fall 2019 Enrolled	13	10	23	Retention Rate	93%	83%	88%	Average of Cum GPA	2.71	2.55	2.63	Average of Total Credits Earned	28.29	26.33	27.38	<p>Based on the analysis the SOAR Office will continue to support ACES outreach and programming.</p> <p>In 19-20 the SOAR Office will expand the ACES scholar program. Changes in Freshman scholarship criteria may increase the number of students eligible for the program. Resources will be allocated appropriately to support the persistence of FTFT scholarship students.</p> <p>Additionally, the SOAR Office will continue to support university-wide persistence initiatives. This would be a coordinated effort between the SOAR office and departments such as the Dean of Arts and Science, the Dean of Students, the Office of Financial Aid, the HUB (Centralized Tutoring Center), and the University Advisement Center (AUC).</p> <p>A staff mentoring component will be integrated heavily into all SOAR academic support programming.</p> <p>ACES & ACES Scholar AY 19-20 Goals:</p> <ul style="list-style-type: none"> • 80% ACES and 100% ACES Scholar one-year retention rate for engaged cohorts • 100+ active FTFT in programming • 150+ intake sessions • 150+ one-on-one meetings completed
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New Jersey City University
Division of Student Affairs – Retention and Student Success Services Subdivision

Link to SP	Outcome	KPI (measure and target performance level)	Strategies to Achieve Target Performance Level	Result	Analysis	Action Plan/Continuous Improvement																																																																																																
2	Increase FTFT one year retention rate	Retention rate Number of students supported through programs Retention rate of students supported through programs GPA and Credits Earned of students supported through programs	<ul style="list-style-type: none"> Enhancing the one-on-one mentoring experience for mentee cohort Timely interventions for unresponsive mentee cohort Tracking engagement rate for mentee cohort Student group affiliated coordinated outreach/servicing for book grant Literacy framework for disbursement of grant 	<p>2018 Rising Knight Peer Mentoring Program:</p> <ul style="list-style-type: none"> 520 FTFT in cohort 11 calling campaigns 4,800+ phone calls 450+ at-risk students referred to resources <p>2018 First Year Textbook Grant:</p> <ul style="list-style-type: none"> 505 FTFT eligible for grant 363 total FTFT awarded for AY 18-19 363 intake sessions 284 full year awards 	<p>2018 RKPMP Cohort Comparison (N=520):</p> <table border="1"> <thead> <tr> <th>Row Labels</th> <th>NON RKPMP</th> <th>RKPMP</th> <th>Grand Total</th> </tr> </thead> <tbody> <tr> <td>Student Count</td> <td>439</td> <td>520</td> <td>959</td> </tr> <tr> <td>Fall 2019 Enrolled</td> <td>340</td> <td>373</td> <td>713</td> </tr> <tr> <td>Retention Rate</td> <td>77.4%</td> <td>71.7%</td> <td>74.3%</td> </tr> <tr> <td>Avg. of Cum GPA</td> <td>2.28</td> <td>2.41</td> <td>2.35</td> </tr> <tr> <td>Avg. of Tot. 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Earn	22.61	22.71	22.67	Row Labels	NON RKPMP	RKPMP	Grand Total	Student Count	412	432	844	Fall 2019 Enrolled	340	373	713	Retention Rate	82.5%	86.3%	84.5%	Avg. of Cum GPA	2.36	2.65	2.51	Avg. of Tot. Cr. Earn	23.61	25.93	24.80	Row Labels	Grant Award	Not Eligible	Grand Total	Student Count	363	596	959	Fall 2019 Enrolled	277	436	713	Retention Rate	76.3%	73.2%	74.3%	Avg. of Cum GPA	2.43	2.31	2.35	Avg. of Tot. Cr. Earn	23.20	22.34	22.67	Row Labels	Full Year	One Sem.	Grand Total	Student Count	284	79	363	Fall 2019 Enrolled	244	33	277	Retention Rate	85.9%	41.8%	76.3%	Avg. of Cum GPA	2.63	1.71	2.17	Avg. of Tot. Cr. Earn	25.83	13.72	19.77	<p>In AY 19-20 the SOAR office plans to expand interventions to FTFT RKPMP students unresponsive to outreach efforts. Layers of in-class interventions and text messaging communication will assist in the early identification of at-risk RKPMP FTFT.</p> <p>Measures of program effectiveness include RKPMP mentee cohort:</p> <ul style="list-style-type: none"> FAFSA filing rate One-Semester Retention Rate Early Alert Triaging Referrals to tutoring <p>To enhance the FY Textbook Grant experience, the creation of a workshop has been added to ensure students are aware of affordable book purchasing options and Spring program requirements. Additionally, communication will include list distribution to all student groups with an emphasis on OTC.</p> <p>This will be a collaborative effort between SOAR and UAC/OTC. All efforts will be placed on Identifying and focusing all resources on tracking and supporting unaffiliated FTFT students.</p>
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New Jersey City University
Division of Student Affairs – Retention and Student Success Services Subdivision

New Jersey City University
Division of Student Affairs – Dean of Students Subdivision

Area: Speicher-Rubin Women’s Center for Equity and Diversity

Year: 2018-2019

Link to SP	Outcome	KPI (measure and target performance level)	Strategies to Achieve Target Performance Level	Result	Analysis	Action Plan/Continuous Improvement
2	<p>Achieve Safe Zone Training learning outcomes:</p> <ul style="list-style-type: none"> • Explain fundamental stages of sexual identity development • Apply basic terms and information about the LGBTQ population to role as ally • Implement facilitation techniques in conversations when approached as ally • Utilize the resources that support role as an ally • Know how to promote and create a safe zone • Recognize what LGBTQ issues create personal discomfort for me and understand ways to manage my uneasiness 	<p>4-hour trainings/Train-the-Trainer</p> <ul style="list-style-type: none"> • 27, hours of advocacy/diversity training • 87, constituents who have completed advocacy/diversity trainings • 6, number of workshops and average of 15 participants in attendance at each <p>Modified Trainings/Workshops (60-120 minutes) Trainings– 28 hours of training conducted for 14 training sessions</p> <p>Training/Workshop Constituents – 315</p>	<p>Publicity – Students, staff, faculty and community members are continuously notified about Safe Zone Trainings via Eventbrite, student, staff and faculty lists, social media (i.e. twitter, Instagram, Facebook), flyers posted on bulletin boards throughout campus and sending emails to colleagues throughout campus and the community.</p> <p>Staff/Faculty/Community – There are a number of staff, faculty and community members who promote the Safe Zone Trainings in their classes, departments, and organizations. They’ve invited program facilitators to conduct workshops for their staff and classes, and they’ve attended our trainings as well. These areas include The Hub, Nursing, Multicultural Counseling, OSP, Housing and Residence Life, Construction and Facilities Management, Project LOL, and student leaders at WPU.</p> <p>Word of Mouth – Several people who have received the training have also encouraged their peers and colleagues to register and attend as well.</p> <p>Open House – The Women’s Center provides tables during Open House providing brochures and other information about the Gothic Knight Ally Safe Zone Program to prospective students.</p> <p>Orientation – The Center tables during the Orientation Resource Fair providing brochures and other information about the Gothic Knight Ally Safe Zone Program to incoming students. When invited, we also participate on panels and provide workshops</p>	<p>4-hour trainings/Train-the-Trainer</p> <ul style="list-style-type: none"> • 27, hours of advocacy/diversity training • 87, constituents who have completed advocacy/diversity trainings • 6, number of workshops and average of 15 participants in attendance at each <p>Modified Trainings/Workshops (60-120 minutes) Trainings– 28 hours of training conducted for 14 training sessions</p> <p>Training/Workshop Constituents – 315</p>	<p>As a result of the listed strategies, the Gothic Knight Ally Safe Zone Program has been able to maintain consistency from the previous year, helping to maintain a safe and inclusive environment for members of the LGBTQIA+ communities. We are happy to report an increased number of trainers – 8 – and three trips to the Wall campus, 1 more visit than the last year.</p>	<ul style="list-style-type: none"> • We will continue ongoing training and programming for the campus and community, and maintain our strategies in order to reach our target levels. • As planned, we conducted another train-the-trainer to increase our pool of facilitators. Our current trainers are from various departments outside of the Women’s Center, and they have been quite generous with their time. • We continue to update the four-hour training as well as the shorter workshops (60-120 minutes) to include new material and relevant information so that our participants are aware of what is trending locally, nationally, and globally.

New Jersey City University
Division of Student Affairs – Dean of Students Subdivision

Link to SP	Outcome	KPI (measure and target performance level)	Strategies to Achieve Target Performance Level	Result	Analysis	Action Plan/Continuous Improvement
			highlighting our services, including the Safe Zone program.			
2	Educate and empower students to create a campus culture that values women and under-represented students and their diverse identities and experiences; advance students' social and personal development	<ul style="list-style-type: none"> 5, number of programs; 12.5 hours 209, in attendance averaging 42 people at each program 	<p>Publicity – Students, staff, faculty and community members are continuously notified about our events from Bivisibility to AfroLatinx Celebration and from Hair We Are Again to Women's HerStory Month (WHM) and Lavender Graduation, via Eventbrite, student, staff and faculty lists, social media (i.e. twitter, Instagram, Facebook), flyers posted on bulletin boards throughout campus and sending emails to colleagues throughout campus and the community.</p> <p>Professors – There are a number of professors who bring their classes to our programs, share our program information with their students, and offer extra credit if their students attend.</p> <p>Community Engagement – Performers and panelists from the outside community were invited helping to increase attendees.</p> <p>Word of Mouth – Several people who attended events in the past, have encouraged their peers and colleagues to attend.</p>	<p>Programs – 10 programs; 20.5 hours</p> <p>Attendance – 538 in attendance; an average of 54 participants in attendance at each event</p>	We have been able to reach and surpass target levels, and I believe participation from community members helped with the increase. We received affirming feedback from students, staff, faculty, and community members throughout the entire academic year which is why some of these events will be added to our signature programs.	<ul style="list-style-type: none"> More departments and groups will be invited to contribute to the Women's HerStory Month calendar in order have more of a campus-wide impact to diversify the offerings and maintain our target levels. It has been proposed to have Lavender Graduation at the School of Business to make an even greater impact.
	Educate and empower students to create a campus culture where everyone would respect sexual boundaries, and there would be a community approach to	<ul style="list-style-type: none"> 7, number of programs; 11 hours 196, people in attendance at 7 programs, averaging 28 	<p>Publicity – Students, staff, faculty and community members are continuously notified about gender-based violence prevention events via Eventbrite, student, staff and faculty lists, social media (i.e. twitter, Instagram, Facebook), flyers posted on bulletin boards throughout campus and sending emails to colleagues throughout campus and the community.</p>	<p>Programs – 2 programs; 5 hours</p> <p>Attendance – 75 in attendance; an average of 38 participants were in attendance at each event</p>	An increase in staff at the Women's Center would be able to help with outreach and consistent collaborations with key target groups as it relates to gender-based violence	<ul style="list-style-type: none"> We hope to market our bystander intervention and other initiatives to help prevent gender based violence. Continued outreach will help inform the campus about key policies and resources.

New Jersey City University
Division of Student Affairs – Dean of Students Subdivision

Link to SP	Outcome	KPI (measure and target performance level)	Strategies to Achieve Target Performance Level	Result	Analysis	Action Plan/Continuous Improvement
	preventing all forms of sex discrimination and all other Title IX and Civil Rights violations.	people in attendance at each program	<p>Professors – There are a number of professors who share gender-based violence prevention program information with their students, who bring their classes to our programs, and offer extra credit if their students attend.</p> <p>Word of Mouth – Several people who attended events in the past, have encouraged their peers and colleagues to attend.</p>		prevention – fraternities, sororities, athletics and residence life.	