

WILLIAM PATERSON UNIVERSITY STRATEGIC PLAN

UPDATE AT YEAR SIX

Fall 2018

Overview

William Paterson University has completed its 6th year under the guidance of *Strategic Plan 2012-2022* and the University continues to progress toward achieving all goals of the plan. *Committee 2022* was established to conduct an annual review of progress towards established goals and objectives and to produce a report that highlights this progress and identifies what remains to be done. Below are highlights, followed by the full report.

- Two new undergraduate and two new graduate degrees were approved and implemented for Fall 2018; two existing graduate degrees were re-designed and implemented for Fall 2018.
- Three successful searches in the highly competitive field of Nursing added to our overall faculty diversity in the health sciences.
- Increased participation led to an increase in funding to support the Student Scholarship, Research and Creative Expression program.
- Fall 2018 freshman enrollment increased 29%.
- New enrolled graduate students rose from 492 in Fall 2016 to 574 for Fall 2017 and to 647 for Fall 2018.
- The four-year graduation rate for FTFT was 36.8% (34.1% last year) and 64.2% (63.9% last year) for transfer students.
- To help improve advising, the full implementation of Starfish began in fall 2017. Starfish provides progress surveys, automated flags to improve prevention of holds and other tools to improve advisee-advisor relationships.
- Eighty students enrolled in the Pathfinders learning Community. By the end of Spring 2018, only 2 of students had separated from WP; 40% had declared their major; and 27% completed core course requirements for specific intended majors. 93% re-enrolled for fall 2018.
- Preakness Hall opened in fall 2017 and Hunziker Hall opened in fall 2018, bringing into service 27 large, small and group study classrooms.
- Institutional Advancement raised 7.5M toward the 10M scholarship campaign and distributed over 1.3M student scholarships last year.
- Student civic engagement continues to increase. In 2017-18 3097 students contributed 10,697 hours of service and a WP student was selected as a Campus Compact Newman Fellow for the 3rd year in a row.
- The University instituted a new investment policy, which increased earnings by nearly 1 million dollars.

Goal 1: Offer Programs of Highest Quality

Sub-categories/objectives: high quality academic programs; UCC effectiveness; selective expansion of professional and graduate programs; recruit, develop and retain a diverse faculty; use of technology to expand accessibility and availability

The University Core Curriculum (UCC) Council reviewed and approved 28 courses new to the UCC from 13 disciplines and the Center for Teaching Excellence (CTE) offered a workshop on “Teaching Civic Engagement/Area 5 Courses--What Works.” Three faculty panelists led a discussion on classroom practices, resources and models for faculty interested in teaching Area 5 courses.

The UCC Council performed an analysis to ensure that the number of approved courses and sections offered meet student needs, conducted a focus group for Area 5 (Community and Civic Engagement) and completed syllabus reviews of Technology Intensive Area and Scientific Thinking (Area 3). Results from the syllabus reviews revealed that UCC goals are not always described and content does not always reflect delivery of all goals; relevant departments are addressing this issue. A new fund to support Civic Engagement activities integrated within Area 5 courses help three faculty integrate activities in their courses, including a service trip to Puerto Rico to help rebuild a radio station following Hurricane Maria.

The following degree programs were approved and have been implemented for AY2018-19: Actuarial Science BS, Urban Science and Society BA, Applied Business Analytics MS, and Materials Chemistry MS. An Executive MS in Sales Leadership, previously approved but never implemented, was updated and admitted its first students for Fall 2018. The MA in Public Policy and International Affairs was redeveloped into an MPP (Master of Public Policy) professional degree effective Fall 2018. An accelerated 4+1 pathway from the English BA to the Creative and Professional Writing MFA was approved and implemented for Fall 2018.

Although no fully online programs have been developed, online teaching continued to grow from 221 sections in Fall 2016 (10,860 SCH) to 234 sections in Fall 2017 (11,711).

In 2017-18 there were 24 successful full-time tenure-track searches along with eight one-year-only hires. Successful hiring of three Nursing faculty was the result of a collaborative effort on the part of the Department, College and Human Resources, which brought in a consultant to help with writing the ads and worked with the search committee to improve quality and diversity of the pool. Out of four new hires in the health sciences, three bring diverse backgrounds to the faculty lineup. The Fall 2017 Faculty Line Analysis showed a total of 415.75 faculty, an increase of two over Fall 2016 data (413.75).

Faculty development in 2017-18, included: New Faculty Orientation, New Faculty Mentoring, Writing and Technology Across the Curriculum; Center for Teaching Excellence (CTE) and Center for Teaching and Learning with Technology (CTLT) workshops. A few highlights from 2017-2018 include:

- The Social Justice Project, led by faculty from Africana and World Studies and Sociology, facilitated a workshop to help faculty integrate issues of race and ethnicity, gender, class, and sexuality into coursework (especially UCC Area 4, Diversity and Justice) and research.
- Technology Across the Curriculum (TAC) offered a workshop on the use of Qualtrics, and a Teaching with Technology Lightning Round showcasing six faculty members demonstrating innovative uses of technology in teaching.
- Eight workshops were offered by the Provost’s Office for faculty and chairs on using Digital Measures for recording evidence of their teaching and research effectiveness.

1,432 ART credits were awarded in support of faculty scholarship. Faculty were encouraged to engage students in their research through a \$50k increase to the Student Creative Research Expression Program (SCREP) in 2017-18, bringing the total funds available to \$120,000. We applied for 21 research grants that involved students and received 7 new awards that involve students working in partnership with faculty. Explorations, the major celebration of student and faculty research at WPU, continued in 2017-18 as a month-long presentation of research and creative expression projects by faculty and students. The Research, Scholarship and Creative Expression (RSCE) Working Group produced recommendations for ways to increase, improve, and highlight scholarship on campus including: a web portal for WPU scholarship, and embracing the Boyer Model of scholarship. These recommendations have been taken to the Faculty Senate for consideration. In addition, the application process for Faculty Career Development (CD) program for supplemental support of faculty research was streamlined.

In support of learning, Information Technology upgraded WiFi access points in some residence halls and other areas where improved performance was needed. Additional classrooms were upgraded with high definition technology and accessible podiums. Group study rooms in University, Hunziker, and Preakness Halls were upgraded with wireless displays. Lynda.com, a video library of engaging, top-quality courses taught by recognized industry experts, was licensed for all students, faculty and staff. The new Solstice system allows students to project their computer screens to monitors in study rooms and classrooms and the new Active Learning Classrooms in University Hall (115 and 128) make it possible for each table to take control of the monitor for group projects. Blackboard Ally was licensed so all on-line courses are accessible; Ally creates a more inclusive learning environment, improving the student experience by helping them take control of course content with usability, accessibility and quality in mind. A 3D printing design and build lab is fully opened and operational; faculty are include 3D design in their curriculum and students are using the facility for class and lab projects.

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

Sub categories/Objectives: student recruitment strategy that leads to success and professional and personal growth; increase student engagement; increase availability and variety of academic support, advisement and career guidance; enhance student academic and intellectual engagement with faculty, staff and fellow students in the classroom and through co-curricular experiences.

Predictive models were completed for Freshman and Transfer Admissions and Fall 2018 freshman enrollment increased 29%. New enrolled graduate students rose from 492 in Fall 2016 to 574 for Fall 2017 and to 647 for Fall 2018. The four-year graduation rate continues to trend up for both first-time full-time (FTFT) students and transfer students. At census, the rate for FTFT was 36.8% (34.1% last year) and 64.2% (63.9% last year) for transfer students. The six-year graduation rate for FTFT dropped slightly from 55% to 52.3%. The first-year transfer retention rate is up for the second consecutive year (from 78.4% to 79.3%); however, the FTFT first-year retention rate dropped significantly from 77% to 70%.

Programs were initiated or further developed to improve retention and graduation rates for both new and transfer students. A retention plan for transfer students was implemented that includes: comprehensive communication and outreach for all new accepted students; open houses; newly accepted day advising sessions; academic audits and individual appointments throughout the summer and academic year; and 19 academic and social enrichment programs designed to help integrate transfer students into the University Community. A Peer 2 Peer (P2P) program comprised of 2nd year transfers who assist new transfer students acclimate, identify resources and tools for success, and navigate their academic responsibilities

and campus life was initiated, with 105 leaders and 212 new students for Fall 2017 and 59 leaders and 37 for Spring 2018.

National Survey of Student Engagement (NSSE) 2018 results indicate that both First Year students and Seniors rated their advisors below the comparison means. To help improve advising, the full implementation of Starfish began in fall 2017. Starfish provides progress surveys, automated flags to improve prevention of holds and other tools to improve advisee-advisor relationships such as scheduling office hours, recording meetings, and interventions. Initial results show a large and consistent increase in faculty alerts placed and utilization of progress surveys.

The Academic Success Center now provides students on academic warning and probation with centralized services. Academic coaching, tutoring, workshops, one on one meetings and other services are designed to help students attain good academic standing, adjust major direction and make key life changes in support of their academic success. Students on academic warning are provided a recovery workshop, skills workshops and a focus on academic support to improve their academic standing prior to probation. Students on probation now apply for an academic contract that is posted on Starfish allowing for an individualized and collaborative approach to supporting each student.

Dismissed students can now submit reinstatement appeals to a central queue for review; conditions for reinstatement are set, including maximum credits, change of major, repeat courses and required supports. Following reinstatement, students below a 2.0 GPA are directed to a transition specialist who manages an initial contract and advisement for their first semester; students in perilous standing (2.0 -2.49 GPA) are directed to a transition specialist to discuss academic planning, supports and needed changes to further improve prior to registration. This process has allowed reviews and be completed much earlier with improved collaboration and student support throughout the process.

A total of 574 degree audits and transcripts for students with 70+ and 90+ credits were reviewed to address course sequencing, course substitution and other degree completion barriers in order to facilitate timely completion of degree.

Tutoring services in the Library were increased based on an assessment of high need days and times. Tutoring services were expanded into Matelson (residence) Hall to include tutoring on Sundays and evenings in high need course areas, and to provide mentorship to students with academic and other questions and concerns. Tutor.com was made available to all students beginning Spring 18. Outcomes show students used it appropriately to support needs in writing support across the curriculum, STEM areas and other concerns.

A mix of 20 cohort and theme-based Learning Communities ran in Fall 2017. Five of these were Pathfinder Learning Communities designed to provide similar students an opportunity to engage in a process of major and academic goals exploration. Eighty students were enrolled in Pathfinders for fall 2017. By the end of the Spring 2018 semester, only two of these students had separated from WP; 40 % had declared their major and 27% were completing core course requirements for specific intended majors. Currently, 93% of the Pathfinder Learning Community re-enrolled for fall 2018.

Intensive efforts to “weed” library collections allowed space reallocations, more efficient and desirable spaces for student use and improvement in the relevancy and currency of our collection. Expansion of online resources included new e-books and a new “access to own” acquisitions model that improves patron input in the library resource selection and purchase process. Re-carpeting of the entire library and renovation of all library restrooms was completed. Pioneer Success classes receiving library instruction rose to 70. All online tutorials were reviewed and those with dated content were retired, some revised, and

new tutorials created. 24/7 virtual reference services continued all year round. The library launched the University's first institutional repository - WPSphere.

A contract was signed with UCEDA, an international ESL provider, in spring 2018 to provide 1) ESL training to current students on campus and community members and 2) ESL and TOFE assistance for conditional admittances of international students. This partnership with UCEDA will increase the international student pipeline while aiding retention of current students who need ESL assistance and serving a need in the community.

Career advisors work with assigned colleges and ensure students receive personal career guidance throughout their University career. In addition to a traditional job/internship fair, several college or major-based networking events were held to connect students with professionals (who are often alumni) in their chosen careers. Career advisors see students one on one and have brought programs and presentations to classes, SGA meetings and other student events. The website was improved and includes direct access to resources such as the "Career Toolbox" which provides guidance for resume and cover letter preparation, setting up a LinkedIn account, and preparing for an interview. Mentors in the Pesce Family Mentoring Institute also provide career advice and networking opportunities. At the end of its fourth year (2017-18) the mentor/mentee matches were up to 236, 36 above goal. The annual alumni one-year-out survey continues to provide data regarding post-graduate job placement and graduate school enrollment; job placement percentages remain consistent with the national benchmark.

Goal 3: Provide students with exceptional opportunities beyond the classroom

Sub-categories/Objectives: strategic partnerships with leading institutions and governmental organizations; small number of focused, high-visibility graduate programs; link students off-campus learning intentionally and directly to their classroom experiences; develop regionally and nationally recognized co-curricular activities linked to academic programs

According to 2018 NSSE results, both William Paterson University first-year students and seniors report levels of engagement in events that "address important social, economic, or political issues" at or above peer groups. Student Development programming has embedded educational content emphasizing significant learning (cultural theme celebrations, health/well-being programming) and High Impact Practices (civic engagement and leadership development). Students involved in leadership development and leadership positions continue to show better persistence than uninvolved peers and we continue to increase participation in these areas. Additionally, multiple guest lectures are offered by academic departments, colleges and programs. For example, the College of Humanities and Social Sciences held its 6th annual Multidisciplinary Conference: "BYO Truth: Language Matters and (Mis)information in the Public Sphere." The annual Distinguished Lecturer Series featured Anita Hill in the fall and Alice Waters in the spring. "WP Presents" now offers event series intentionally integrated with curricular themes. In fall 2017 "The Telling Project" involved student, staff and community veterans in a theatrical experience. During spring 2018 the theme was food; a series that culminated with a lecture by Alice Waters, known for her efforts to promote the local foods movement.

We continue to provide high impact opportunities and experiences for our students and encourage experiential learning. In addition to the experiential and intern opportunities offered through the academic departments, 748 internships were posted in Trailblazer, the University job and internship portal. According to Spring 2018 NSSE results, 46% of seniors participated in some form of internship. This is consistent with our independent research (based on internship course registration), which previously indicated 48% participation. Despite ongoing efforts to increase faculty-student research and co-curricular

activities throughout the curriculum, student-faculty interaction scores from NSSE 2018 remained relatively flat and not significantly different overall from comparative groups. NSSE 2018 data show Freshmen and Senior responses to whether they worked with other students on course projects or assignments were below comparison means.

American Democracy Project (ADP) activities continued last year, including Constitution Day speaker and sessions. Additionally, the university continued its relationship with TurboVote to grow student voter registrations. Based on results reported in the 2018 NSLVE report, voting rates from WP increased 7.4% between 2012 and 2016. The 2016 WP voting rate of 53.9% in 2016 was 3.5% higher than the average of all institutions participating in the survey.

William Paterson University is a leader in New Jersey Campus Compact (NJCC) and one of only two NJCC colleges/universities in the state with an approved civic action plan. We sponsor several annual civic engagement activities, including Pioneer Service Ventures, MLK Day of Service, 9-11 Day of Service, Alternative Spring Break and winter break service trips, and Spring Civic Engagement Week/National Volunteer Week. Last year, 3097 students contributed 10,697 hours of service; 2219 students took a UCC Area 5 Course (32 different courses); 3617 students enrolled in the civic engagement badge (18% over prior year); and 365 students completed the badge (29% increase). Our student leaders continue to gain recognition: a WP student was selected as a Campus Compact Newman Fellow for the third consecutive year. This coveted and competitive recognition is awarded to only a handful of students in the region.

Leadership training early in a student's academic career can have substantial impact on academic and personal success and often facilitates future involvement in campus leadership positions. 311 first year students completed all three modules and one community service component for the Pioneer Leadership Institute (PLI) Badge (27% increase over prior year) and 1486 students enrolled in the Leaders in Action Badge. These students become our leaders on campus and ultimately mentor other students to become involved and ascend to leadership roles.

Goal 4: Enhance the sense of community throughout and beyond the university

Sub-categories/objectives: Build a community of engaged students; engage alumni with students and faculty in order to enhance institutional and personal relationships with alumni; update masterplan to ensure campus is welcoming and modernized

We continue to look for ways to increase student participation and involvement through utilization of campus facilities and services, attendance at events, programs and athletic events, etc. These activities create affinity and a sense of pride. We also recognize the important role that social media plays and have actively worked to increase engagement across multiple platforms.

Live streaming for home athletic events led to significant participation in 2017-18. Unique users ranged from 60 to 300 per game, depending on sport. Total views for the year were over 8000, with no noticeable change in in-person attendance. A university pep band now plays at home games for football as well as men's and women's basketball games. The Sports and Recreation Center is heavily utilized with over 60,000 users last year (not counting game attendance). Recreational Services, particularly intramural and outdoor adventures, were expanded in order to attract more student participation and facilitate healthy engagement. Overall participation rates in intramurals, recreation and club sports have declined slightly over the past three years, partly attributed to declines in enrollment.

Social media use expanded dramatically to engage the campus community, friends and followers while building a sense of pride. Our University Facebook platform saw a 57% increase in engagement, Twitter had a 69% increase in retweets and produced an 89% increase in "favorites" compared to the previous year. Facebook likes increased by 16%, Twitter followers by 17% and Instagram followers by 42%.

TwillyP, a student social media initiative, uses an array of digital tools (including videos, photos, and a community-wide hashtag) to amplify student voices while reinforcing university messages and branding. TwillyP had a 4% increase in Twitter followers and a 3% increase in Instagram followers over the last year. TwillyP produced 11,000+ video views (an increase of 22% compare to the previous year), and 98,000+ Snapchat and Instagram story views (an increase of 38%). Snapchat geofilters (used primarily by students) produced 280,000+ views (an increase of 9%).

Alumni Relations developed social media platforms targeting younger alumni audiences (Twitter, Instagram) and implemented engagement metrics to further gauge effectiveness. This past year, 30,356 members/followers populated alumni social media platforms; an overall increase of 3.4% over last year. We continue to recruit young alumni "Social Media Ambassadors" to assist with WP alumni social media promotions.

Institutional Advancement continues to help alumni and friends engage with the University in a meaningful way through volunteering as a: Pesce Family Mentoring Institute Mentor; guest speaker in a class; Foundation, Alumni Association, or Advisory Board member; panelist for college-specific programs; etc. The alumni relations team collaborated with campus partners on 50 event opportunities, engaging 1,636 alumni. 213 WP alumni participated in a virtual book club this year. Our popular webinar series attracted nearly 400 participants to 14 events focused on topics such as financial planning, data analytics, google forms, and career development. During Homecoming, alumni enjoyed the Alumni Biergarten and the Athletic Hall of Fame Induction Ceremony. WP alumni engagement continued to grow in DC, Boca, and Naples and we are developing engagement opportunities in CA.

The University Economic Impact Report and the Wayne Economic Impact report were revised and have been posted on our web site. We supported the Wayne Economic Development Committee in its efforts to promote Wayne as a place to locate and do business and we participated in Wayne Day as well as the Tri-County Chamber of Commerce (Formerly the Wayne Chamber), the Greater Paterson Chamber of Commerce, the Morris County Chamber of Commerce, NJBIA and the NJ Commerce and Industry Association. In addition, we joined the NJ Big Data Alliance, an organization with 16 academic and several corporate members developing academic and business capacity in NJ for big data analytics.

In lieu of a campus master plan, recommendations from the Academic Zone Plan, the Residence Hall Plan and the Athletic Zone Plan, drove completion of multiple building, grounds and field projects, including: the commencement of construction for the new Residence Hall (to open fall 2019), infrastructure upgrades to Overlook South, re-turfing the baseball field and resurfacing the tennis courts. The rolling 3-Year Small Capital Project Plan was approved and many of these small projects are completed on an annual basis. Preakness Hall opened in fall 2017 and Hunziker Hall opened in fall 2018, bringing into service 27 large, small and group study classrooms. Annual paving of various sections of parking lots and roadways have taken place. Upgraded LED lights have been installed. We received approval from PSE&G to install new LED street lighting on University Drive where there is insufficient illumination and to replace 50 year old street lights.

Goal 5: Establish the university as a model of outstanding and affordable public higher education

Sub-categories/objectives: increase institutional and external resources to support students in need of financial assistance; diversify funding streams; strengthen professional development for all employees; continuous improvement of business processes; make the University fully “green”

Institutional Advancement raised \$3.1M in cash and commitments (2.5% increase over prior year). We focused on building support for Annual Fund leadership levels as helps develop the major gift pipeline. Gifts of \$1,000 plus have increased by 94% since FY11 and we saw a 17% increase in the \$100-\$999 category in this past year alone. FY18 closed with the 2nd highest dollars raised in the history of the annual fund; the last five years have seen the highest five years in annual giving revenue. Total assets of the Foundation have surpassed \$27.7M.

We have raised \$7.5M toward the \$10M Scholarship Campaign goal that will increase scholarship endowment and annual scholarship distribution. \$1.3M in scholarships was distributed last year, compared to \$414K in 2010. Funding from donors provided research stipends, travel abroad support, conference and research presentation support for students in all of the Colleges. Each of the College Advisory Boards focused on enhancing employment and internship opportunities for our students.

The School of Continuing and Professional Education (SCPE) partnership with Interstudio Viaggi brought 926 international students and staff to campus for 6 weeks in Summer 2018; more than double the 2017 enrollment. SCPE began a new contract with a Vietnamese school for a 3-week middle and high school student on-campus residential experience in 2018. Pre-College Summer programs grew to 928 students, including two cohorts sponsored by the Paterson and Passaic School Districts. Professional certification programs for high-demand industries expanded, along with enrollment in existing programs, with the greatest growth in healthcare and technology professions. High school certification courses were launched with a Saturday Phlebotomy program in Spring 2018, and expanded to five Summer programs. The 4th Annual Cyber Security and Big Data Analytics Symposium drew new corporate partnerships, sponsors, and media coverage for the event, including a keynote speaker from Verizon, who presented the internationally acclaimed “Data Breach Investigations Report.”

We implemented a NJ State approved investment policy, which allows the University to invest operating cash with external financial advisors. This first year of investing increased our earnings by almost \$1Million.

The Office of Human Resources offered training opportunities to supervisors and managers on topics such as Performance Management, Setting SMART Goals, Clarifying Expectations, and Speed of Trust. Employees also have free, 24/7 access to lynda.com, an online platform offering a myriad of self-paced training opportunities. The WP P.R.I.D.E employee recognition program was expanded to include students, allowing them to recognize faculty and staff who have positively impacted them in some way.

Improvements in business processes continue to increase efficiency and generate savings. In 2017 Payroll and Benefits initiated a campaign to encourage employees to receive their W-2 Statements electronically within Banner Self Service; 47% of employees accessed their W-2 online with the capability to view and print the information as needed. A campaign by Student Accounts resulted in more students electing to receive refunds via direct deposit. In addition to improving efficiency, these changes led to cost savings for mailing, printing and specialized paper supplies.

The University automated and streamlined the search and recruitment processes for faculty and staff positions through the use of a 3rd party applicant tracking system that facilitates processes for and

communication with the applicant through standardized electronic communication. This resulted in time savings for committee members' review of applications (screening questions ensure applicants meet minimum qualifications), reduction of paper, and greater transparency and accountability.

The upload of Adjunct and Overload assignments for payment processing was automated through use of an existing BANNER module; previously, Prior to implementation, the process was manual and paper intensive. The manual data entry process was eliminated Spring 2018 with the upload of approximately 800 combined adjunct and overload assignments.

All paper purchased by the University is made of recyclable materials and close to 100% of the custodian products used on campus are certified green. Last year we recycled approximately 100 tons of organic food waste and recycled 163 tons of recyclable materials. Additional lighting projects on the campus replaced old incandescent and florescent with LED fixtures.

The University maintains its membership with the New Jersey Higher Education Partnership for Sustainability and the American College and University Presidents' Climate Commitment and made presentations to the NJ partnership. An on-campus committee is active and we added their chair to the Facilities Advisory Committee to be a voice during decision making for campus construction and renovations. The University maintains its commitment goals for carbon-neutrality.

In addition to doing our own analyses, the University continues to seek ways to solicit student input and feedback regarding policies, procedures and businesses processes that impact them. Feedback from the Student Government Association led to several improvements for students - construction of an additional sidewalk to Quick Check, traffic crossing sign, increased exterior lighting, paved and lit path between residence halls and athletic facilities, a shuttle bus app and new/expanded emergency notification system and app (Rave).

Conclusion and Next Steps

The University made progress in several areas during 2017-2018. We continue to provide a wide range of exceptional opportunities for students both embedded within courses and curriculum and outside of the classroom. Many of these opportunities, identified as high impact practices, contribute to matriculation, retention and successful graduation. However, we need to devise better ways to measure participation and impact on student success so that we can then direct resources accordingly.

We are seeing results from recent efforts to update our curriculum with the development of new programs and re-design of existing programs. Initial enrollments in some of these new programs are promising, especially at the graduate level. However, we need to continue focusing on new and re-designed programs that attract new students to WP and provide students with the knowledge, skills and applied experiences that lead to careers. We also need to focus on new and re-designed programs that serve new populations, such as adult learners who desire to start or complete a degree and students who need alternate modes of delivery such as online, hybrid, night, and weekend, or delivery at an alternate location.

Despite the increasing diversity of our student body and demonstrated commitment to diversity and inclusion in the curriculum and co-curriculum, some members of our campus community, particularly those in underserved or marginalized populations, have described incidents of cultural insensitivity, bias and discrimination on campus. This is not reflective of our core values and is a matter the University is taking seriously. As of this writing, new training modules are underway or planned for staff/departments with high levels of student interaction; human resources is working closely with search committees,

chairs and hiring directors to insure diverse candidate pools and appointments; and the opening of a multicultural center is planned for Fall 2019.

Our record enrollment of first-time full-time students and steady increase in four-year graduation rates are laudable; however, we still lose too many continuing students. As of this writing, the University Board of Trustees has charged the President and administration with focusing on retention and overall enrollment as priorities, with particular attention to first-year student retention. The University will revise its Key Performance Indicators (KPIs) and each Division Vice President and their respective managers will be responsible for corresponding KPIs and SMART goals that will be tied to evaluation. This strategic and coordinated effort, with attainable and measurable goals, should achieve the desired increase in retention which will take some of the strain off of our resources and allow the University to reinvest new revenue into strategies that have proven successful.

Committee 2022 Members

Oliver Alvarado, Student

Steve Bolyai, Senior Vice President for Administration and Finance

Dara Buendia, Student

Miki Cammarata, Vice President for Student Development and co-chair

Mary Ann Cooper, Alumni Executive Council

Pam Ferguson, Vice President for Institutional Advancement

Stuart Goldstein, Vice President for Marketing and Public Relations

Jonathan Lincoln, Associate Provost and co-chair

Ian Marshall, Faculty and Chair of the English Department

Stephanie Quackenbush, CWA local President

William O'Brien, IFPTE

Jennifer Owlett, Faculty in Communication

Denise Robinson-Lewis, Human Resources and Chair, Director's Council

Reg Ross, Vice President for Enrollment Management

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Venkat Sharma, Dean of the College of Science and Health

Sue Tardi, Faculty in Sociology and AFT Local 1796 President