The College of New Jersey

The College of New Jersey
Self-Study Design Plan
Presented To
Middle States Commission on Higher Education
Institutional Reaccreditation

April 29, 2013

Introduction

<u>Key Facts</u>

Founded in 1855 as the New Jersey State Normal School, The College of New Jersey (TCNJ) is primarily an undergraduate and residential college with targeted graduate programs. TCNJ has earned a national reputation for academic excellence. Today, it is one of the preeminent public colleges in the United States.

TCNJ's liberal arts core forms the foundation for over fifty degree programs offered through TCNJ's seven schools—Arts & Communication; Business; Humanities & Social Sciences; Education; Science; Nursing, Health, & Exercise Science; and Engineering.

The College's campus is set on 289 acres in Ewing Township, New Jersey. The College has 39 major buildings including: 14 residence halls that accommodate 3,600 students; a student center; more than 20 academic computer laboratories; a full range of laboratories for nursing, microscopy, science, and technology; a music building with a 300-seat concert hall; a state-of-the-art library; and a collegiate recreation and athletic facilities complex.

TCNJ has a full-time undergraduate enrollment of approximately 6,200 students, 95% of whom are from New Jersey. Ninety-five percent of freshmen are housed on campus, and two years of housing are guaranteed for all new, full-time first-year students. TCNJ also enrolls approximately 650 full and part-time graduate students in targeted graduate programs.

There are approximately 340 full-time tenured and tenure-track faculty, 25 part-time faculty, and 380 adjunct faculty on the TCNJ campus. The faculty student ratio is 13:1.

Our president since 1999 is Dr. R. Barbara Gitenstein. Before arriving at TCNJ Dr. Gitenstein was Provost at Drake University.

Dr. Jacqueline Taylor took office as Provost in March, 2013. Previously, Dr. Taylor was Dean of the College of Communication at DePaul University.

Mission, Identity and Core Beliefs

Mission Statement

The College of New Jersey, founded in 1855 as the New Jersey State Normal School, is primarily and undergraduate and residential college with targeted graduate programs. TCNJ's exceptional students, teacher-scholars, staff, alumni, and board members constitute a diverse community of learners, dedicated to free inquiry and open exchange, to excellence in teaching, creativity, scholarship, and citizenship, and to the transformative power of education in a highly competitive institution. The College prepares students to excel in their chosen fields and to create, preserve and transmit knowledge, arts, and wisdom. Proud of its public service mandate to educate leaders of New Jersey and the nation, the College will be a national exemplar in the education of those who seek to sustain and advance the communities in which they live.

Identity Statement

TCNJ's mission statement is complemented by an "identity statement" that emerged during the 2012-2013 implementation of Phase I of our new strategic plan. This statement reads as follows: "The College of New Jersey empowers exceptional students to improve their communities and the world."

Core Beliefs

The mission and identity statements are further supplemented by our 10 "core beliefs" which are:

1. The College comprises a caring, friendly, and respectful community where the contributions of students, faculty, staff and alumni are valued and recognized.
2. The College provides a seamless, engaging educational environment characterized by academic freedom, creative expressions, critical thinking, intellectual inquiry, and service learning.
3. The College's faculty and staff take pride in offering a personal educational experience to every undergraduate and graduate student.
4. The College's cultural, social, and intellectual life are enriched and enlivened by diversity.
5. The College provides facilities, programs, services, and amenities that enhance opportunities for formal and informal interaction in a living-learning environment.

6. The College promotes wellness and fosters the development of the whole person.
7. The College embraces its heritage and is committed to reevaluating its mission in response to the changing needs of society.
8. The College prepares its students to be successful, ethical, and visionary leaders in a multicultural, highly technological, and increasingly global world.
9. The College believes that an educated individual possesses an understanding of his or her own culture, an appreciation of other cultures, and the capacity to facilitate genuine cross-cultural interaction.
10. The College regards education in the service of human welfare as its chief end.

Recent Developments

Strategic planning and Implementation

TCNJ's long tradition of engagement with strategic planning intensified when, in November 2012, MSCHE requested a monitoring report to document "*(1)* the development and implementation of a comprehensive strategic plan that links long-range planning to decision making and budgeting processes; and (2) planning processes that are clearly communicated, provide for constituent participation, and incorporate the use of assessment results (Standard 2)."

At that time, we undertook an intensive strategic planning process to determine the future direction of the college. This process involved the widest possible representation of students, faculty, staff, and administrators. It also depended on two outside consultants whose expertise helped us to develop a strategic map, a three-year implementation plan, a dynamic process for reviewing and adjusting the plan, and a significant enhancement of assessment data integration into our decision-making and planning. The central institutional challenge that emerged from this process was "to make the strategic choices that are necessary to provide educational excellence [at TCNJ] on an affordable, sustainable basis."

Under this "central challenge" are five strategic priorities intended to drive College policy in coming three to five years:

- Clarify and communicate the identity and distinctiveness of The College of New Jersey.
- Strengthen the intellectual community and focus of the academic programs at The College of New Jersey.
- Strengthen the integrated, transformative total experience of students at The College of New Jersey.
- Develop a sustainable financial model for supporting the implementation of strategic initiatives at The College of New Jersey.
- Create a strategically effective institution to support strategic initiatives at The College of New Jersey.

In addition to these five over-arching strategic priorities, there is a single, cross-cutting strategic priority that embraces all of the initiatives: "to create a culture of accountability that focuses on metrics and outcomes."

Our January 2013 Monitoring Report to MSCHE provides documentation of this process, details of the strategic map and implementation plans, as well as other informational appendixes.

The Committee on Strategic Planning and Priorities (CSPP) is currently reviewing the reports of the five task forces that conducted Phase I implementation during academic year 2012-2013, and will be providing an adjusted work plan for Phase II implementation at its May 15, 2013 planning retreat.

Infrastructure, Building and Renovation

TCNJ has made enormous investments in new construction, renovation of existing buildings and infrastructure enhancements in recent years. New construction includes:

- Biology Building (2000)
- Social Sciences Building (2001)
- Science Complex (2002)
- New Student Apartments (2009)
- Art and Interactive Multi-Media Building (2010)
- School of Education building (2012)
- Campus Town Project (Completion expected 2014)

Self-Study Design and Outcomes

The College of New Jersey welcomes the opportunity to conduct a comprehensive self study with an emphasis on planning, resource allocation, and institutional renewal (standard 2)) in its application for reaccreditation by the Middle States Commission on Higher Education.

In our 2004 Institutional Self-Study, we took a "selected topics" approach with an emphasis on standards 2, 7 and 14. The significant environmental changes that have occurred over the past 10 years – and their consequent institutional challenges - make this an opportune and significant moment to take a more comprehensive approach to institutional self-examination.

Like most public colleges and universities around the country, TCNJ faces difficult strategic and budgetary challenges. Our focused engagement with strategic planning and implementation over the past two years reflects and responds to those challenges. We expect our comprehensive approach to the reaccreditation process to inform and complement this important and necessary institutional conversation.

In sum, we see the self study as an opportunity to document and reflect upon our recent history and achievements in order to help all of our stakeholders understand our trajectory, and to better inform our future direction and decision-making.

We are confident of our compliance with the 14 standards of MSCHE Reaccreditation, and we look forward to engaging the campus community in the reaccreditation process.

Organizational Structure of Steering Committee and Working Groups

The self study will be led by Lisa Angeloni, Vice President for Enrollment Management and John Landreau, Professor of Women's and Gender Studies.

TCNJ will use the already-existing *Committee on Strategic Planning and Priorities* (CSPP) to serve as the steering committee of the self-study. CSPP's role in TCNJ's governance structure makes it the logical and appropriate choice for the role of steering in the self study.

Because CSPP's duties are many and complex, a ten-person *Planning Committee* composed of Angeloni, Landreau and the eight co-chairs of the working groups will be responsible for day-to-day decision-making and feedback tasks.

The self-study will be conducted by four working groups. Each working group is led by two co-chairs. The conceptual organization of these working groups complements, and largely coincides with, the goals and streams of work in our current strategic plan.

Leadership Committee Membership

Steering Committee (Committee on Strategic Planning and Priorities)

Jacqueline Taylor, Provost, *Co-Chair
John Landreau, Professor of Women's and Gender Studies, *Co-Chair
Manish Paliwal, Associate Professor of Mechanical Engineering
David Prensky, Associate Professor of Management, Marketing and Business
Shaun Wiley, Assistant Professor of Psychology
Holly Haynes, Associate Professor of Philosophy
Cynthia Curtis, Professor of Mathematics
Antonino Scarpati, Assistant Dean of Nursing, President Staff Senate
Kay DeSieno, Admissions Counselor, Vice-President Staff Senate
Lisa Angeloni, Vice President for Enrollment Management
Lloyd Ricketts, Treasurer
Christina Kopka, President Student Government
Kyle Magliaro, Vice-President Student Government
John MacDonald, graduate student representative

Planning Committee

John Landreau, Professor of Women's and Gender Studies

Lisa Angeloni, Vice President Enrollment Management
Rebecca Li, Associate Professor of Sociology
Matt Middleton, Associate Director of Admissions
Marcia O'Connell, Associate Professor of Biology
Magda Manetas, VP/Dean of Students
Andrew Clifford, Professor of Mathematics
Ben Rifkin, Dean of Humanities and Social Sciences
Manish Paliwal, Associate Professor of Mechanical Engineering
Lloyd Ricketts, Treasurer

Work-Group Committee Membership

Student participants will be incorporated into the work groups in Fall 2013. The new student government will begin its term in August, and at that point will be able to assign volunteers to the work groups.

Mission, Goals and Decision Making

Standards
1. Mission and Goals
4. Leadership and Governance
5. Administration
6. Integrity

*Chair – Rebecca Li, Associate Professor of Sociology
*Co-Chair – Matt Middleton, Associate Director of Admissions
Cynthia Curtis, Professor of Mathematics
Gregory Pogue, Vice President for Human Resources
William Keep, Dean of Business
Jeff Osborn, Dean of Science
Steve Schreiner, Dean of Engineering
Katherine DeSieno, Admissions Counselor
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Integrated and Transformative Student Experience

Standards:
6. Integrity
8. Student Admissions and Effectiveness
9. Student Support Services
13. Related Educational Activities

*Chair – Marcia O'Connell, Associate Prof of Biology
*Co-Chair – Magda Manetas, VP/Dean of Students
Al Katz, Professor Electrical Engineering
Pat VanHise, Assistant Dean of Science
Seth Zolin, Brower Student Center Manager
Grecia Montero, Director of Admissions
Angela Chong, Associate Dean of Students
Jamal Johnson, Assistant Director of Admissions & Multicultural
Recruitment
Vice President of Student Affairs (*TBD*: *hiring interviews in progress*)

Intellectual Community and Academic Programs

Standards
6. Integrity
10. Faculty
11. Institutional Offerings
12. General Education
14. Assessment of Student Learning Standards

*Chair – Andrew Clifford, Professor of Mathematics
*Co-Chair – Ben Rifkin, Dean of Humanities and Social Sciences
Sarah Chartock, Associate Professor of Sociology
Chris Fisher, Associate Professor of History
Jon Stauff, Director of Center for Global Engagement
Orlando Hernandez, Associate Professor of Electrical Engineering
John Laughton, Dean School of Arts and Communication
Nino Scarpati, Assistant Dean of Nursing, President Staff Senate
Colette Gosselin, Assistant Professor of Educational Administration
Jean Graham, Associate Professor of English

Assessment, Accountability and Effectiveness

Standards:
2. Planning, Resource Allocation and Institutional Renewal
3. Institutional Resources
6. Integrity
7. Institutional Assessment

*Chair – Manish Paliwal, Associate Professor of Mechanical Engineering
*Co-Chair – Lloyd Ricketts, Treasurer
Tom Hagedorn, Professor of Mathematics

Dave Prensky, Associate Professor of Management, Marketing and Business
Jim Slizewski, Senior Business Analyst
Monica Jacobe, Associate Director, Institute for English as a Second Language
John Donohue, Vice President for College Advancement
Tom Mahoney, General Counsel
Bill Behre, Vice Provost for Academic Affairs
Frank Cooper, Executive Director, Records and Registration

Self Study Research Questions

Mission, Goals and Decision Making (Standards 1, 4, 5 and 6)

Standard 1: Mission and Goals

Broad Question: Are our mission and goals serving TCNJ well?

Sub-questions:

- Are our mission and goals guiding our strategic planning, our activities, our resource allocation and our curriculum in an integrative way?
- Are our mission and goals reflected throughout the individual units of the College?
- How do we know that our mission and goals are driving our activities?
- How do we share our mission and goals with our internal and external constituencies?

Standard 4: Leadership and Governance

Broad Question: How well does the existing system of shared governance fulfill its stated purpose?

Sub-questions:

- Does the governance system provide for fair and adequate stakeholder representation, and are the roles and responsibilities of various groups within governance understood and accepted?
- Is the governance system effective in timely decision-making and in terms of the use of institutional resources?
- How do we engage the College community to improve institutional governance?

Standard 5: Administration

Broad Question: Are TCNJ's administrative structure and services effectively supporting the College's mission and goals?

Sub-questions:

- Do we have in place processes to review and improve administrative operations and decision-making?
- Do we have appropriate administrative staffing and leadership to carry out the work of the institution, and are lines of authority and decision-making clear?
- How do the administrative structure and services foster the accomplishing of the College's priorities and needs?

Standard 6: Integrity

- What evidence is there that TCNJ adheres to principles of academic freedom?

- What evidence do we have regarding our students' dispositions as learners and as future citizens?

- Are TCNJ's current policies, procedures, compliance requirements, ethical standards, hiring and promotion rules and other key employee expectations readily available and accessible on line or in written format? Where are these documents? What format are they in? Are they current, when were the updated? Is there a process for review and updating?

- What data support the existence of a respectful, fulfilling, diverse, positive, supportive, honest work environment at TCNJ? What is the faculty and staff turnover rate? What is the percentage of tenured faculty, tenured track faculty? Are there work place climate assessment indicators that demonstrate this? Are there programs to recognize and reward high achieving faculty and staff? Does the institution encourage career advancement and promote from within? What are the data points that show this?

- How is integrity demonstrated in TCNJ's educational policies, programs, and practices? Evidence of success and need for improvement?

Integrated and Transformative Student Experience (standards 6, 8, 9 and 13)

Standard 6: Integrity

- Do we have adequate and fair mechanisms to address academic grievances by students?

- How do we assure that students have access to the information they need to complete their programs?
- How do we make public to our current and prospective students information regarding the effectiveness of our programs with regards to the attainment of our learning goals, employment rates and opportunities, and other learning outcomes? What processes are in place to preserve academic integrity, fair grievance processes, and the creation of safe learning environments that support student learning? When and how are these processes re-evaluated?

Standard 8: Student Admissions and Retention

- Do our admission policies and practices, including enrollment management, support the mission of the college? How is this assessed?
- How successful are we at retaining students, including those who marginally meet, or do not meet, the institution's qualifications, and those with diverse background?
- Do we provide accurate and comprehensive information and advice where appropriate regarding financial aid programs, and do they support recruitment and retention? How is this assessed?

Standard 9: Student Support Services

- What are the co-curricular programs that support students to achieve academic goals and meet academic expectations in a timely manner; how well are the outcomes of these programs aligned with the college's mission, and how are they assessed?
    - Are there specific student learning outcomes for programs, such as Res Life, Student Center, Musical performances on campus, athletics, etc.
    - Is there an appropriate *range* of services for all students

- How effective is our academic advising system, and all related support services?
    - Do we conduct developmental advisement, and if so, how is this assessed?
    - Are there specific student learning outcomes for advising and how are they assessed (through NESSE? Through PAWS?)?

- o How systemic are the goals and outcomes of the college-wide system of advising?
- o How effective is the college's on-line system (PAWS) at meeting the goals of advising, and are there specific learning outcomes for advising that are met by the PAWS system?

- Do we have adequate mechanisms for identifying and supporting students with academic and other needs?
  - o Are there placement tests, or other criteria, used to ensure that students are receiving the preparation they need to succeed? How is the success of these methods assessed?
  - o What mechanisms are in place to identify students in need?

- Are our athletic programs regulated by the same academic, fiscal, and administrative principals and procedures that govern other institutional programs? Are student learning outcomes articulated within the athletics program?
- What are our procedures for addressing student complaints or grievances; do we keep records of such; what policies and procedures are in place for the secure maintenance of student records, and the appropriate release of student information?

Standard 13: Related Educational Activities

- Do we have procedures for identifying students not fully prepared for TCNJ's level of academic study?
- Do we provide and refer admitted, underprepared students to relevant courses and services? How is this assessed?
- What certificate programs do we offer at the college, and do these programs have clear program goals, learning objectives and curricular sequences? Are they aligned with TCNJ's mission and goals, and how are they assessed?
- How is learning assessed in experiential learning programs, such as internships and study abroad?

Intellectual Community and Academic Programs (Standards 6, 10, 11, 12 and 14)

Standard 10: Faculty

- Are TCNJ's instructional, research, and service programs intelligently developed, conscientiously monitored, and masterfully delivered by well-qualified, predominantly tenure-track faculty whose work is defined to support the mission; evaluated and rewarded fairly and transparently; equitably distributed; and supported by sufficient resources, opportunities for professional development, and an academic hierarchy that includes chairs elected from the faculty--chairs whose own work is appropriately defined, prioritized and rewarded?

Standard 11: Educational Offerings

- Does TCNJ offer well-supported academic programs of sufficient rigor, content and coherence appropriate to its mission? Does TCNJ identify student learning goals and objectives, including knowledge and skills, for these academic programs?

Standard 12: General Education

- How does the design of our curricula, in light of a Liberal Learning Program that regularly improves as a result of effective assessment, ensure that our students achieve mission driven institutional student learning outcomes, inclusive of those described in the standard, through intentionally orchestrated educational experiences?

Standard 14: Assessment of Student Learning

- Does TCNJ's assessment of student learning demonstrate that our students have knowledge, skills, and competencies — at graduation or other appropriate points — consistent with our institutional and school-wide or departmental goals**?**

Standard 6: Integrity

- Does TCNJ demonstrate adherence to ethical standards and its own stated policies providing support and assessment of its academic programs and its faculty so as to ensure a vibrant and safe atmosphere in which its academic mission can be realized?

Below, we have included the sub-questions for the integrity standard for each of

the four other standards that are our responsibility)

Standard 10: Faculty

- Does TCNJ have sound ethical practices and respect for individuals through its teaching, scholarship/research, service, and administrative practice, including the avoidance of conflict of interest or the appearance of such conflict in all its activities and among all its constituents?

- Does TCNJ have equitable and appropriately consistent treatment of faculty as evident in such areas as the application of faculty promotion, tenure, retention and compensation?

- Does TCNJ have a climate of academic inquiry and engagement supported by widely disseminated policies regarding academic and intellectual freedom and an institutional commitment to principles of protecting intellectual property rights?

- Does TCNJ periodically review and analyze promotion and tenure statistics?

- Does TCNJ periodically review faculty and staff handbooks to ensure that descriptions of promotion, compensation, tenure, and grievance procedures, are accurate and complete? Does TCNJ periodically analyze the outcomes of these personnel processes to ensure equity and integrity?

- Are there patterns of faculty or staff grievances? If so, how has TCNJ handled them?

- Do our IRB and other bodies ensuring ethical faculty practices function effectively and efficiently?

- What are the processes for managing faculty and staff misconduct, including academic dishonesty, violation of IRB protocols, and violation of college policy or procedure?

Standard 11: Academic Offerings

- Does TCNJ have equitable and appropriately consistent treatment of constituencies, as evident in such areas as the application of academic requirements and policies, and student evaluation?

- Does TCNJ offer required and elective courses that are sufficiently available to allow students to graduate within the published program length?

- Does TCNJ publish catalogs that clearly and accurately describe courses and programs through digital and print media that provide easy navigation to the community and are these catalogs appropriately archived?

- What are our processes for dealing with student violations of academic integrity policy? What are the data on the numbers of these instances? Are there any trends? In HSS, the preponderance of such cases are transfer students: how are we addressing the question of academic integrity for this population?

Standard 12: General Education. See see bullets 2 & 3 in Academic Offerings above.

Standard 14: Assessment of Student Learning

- Do the processes that TCNJ has put in place to assess student learning give an accurate picture, relying on verifiable data and procedures?
- Does TCNJ analyze the rigor of academic programs including the appropriateness of academic assessments used in those programs?

<u>Assessment, Accountability and Effectiveness</u> (standards 2, 3, & 7)

Standard 2: Planning, Resource Allocation, and Institutional Renewal

- How does TCNJ conduct ongoing planning and resource allocation based on its mission and goals, develop objectives to achieve them, and utilize the results of its assessment activities to maintain institutional quality and, where necessary, foster institutional renewal?
- How does TCNJ ensure the adequate allocation of financial resources to support mission-critical initiatives consistent with its goal of providing educational excellence on an affordable, sustainable basis?
- How does TCNJ ensure participation and foster buy in of the campus community in strategic planning?

Standard 3: Institutional Resources

- Does the college have the resources necessary to fulfill its mission?
- How does the college financial and budget planning process influence resource allocation decision-making and demonstrate alignment with its mission and strategic priorities?
- What measurements are used to assess the college's efficient utilization of its institutional resources? How are these metrics defined in comparison to industry benchmarks?
- During the past five years, how has the changing economic climate influenced resource allocations within the college? What steps have been taken to address the college's long-term financial sustainability?

Standard 7: Institutional Assessment

- What assessment processes do we have in place that evaluate our effectiveness at achieving our mission & goals, as well as, compliance with accreditation standards?
- What are the college's outcome measures of its strategic objectives and resource utilization? How are they used to maintain institutional quality and foster renewal?

Timetable of Work and Evaluation Team Visits

The TCNJ self study process began in November, 2012. Our target completion date is February 2015. The major areas of work to be accomplished are: discussion and evaluation of key issues and questions related to the 14 standards for accreditation in the context of our institutional mission and goals; evaluation of already-existing institutional data and engagement in new research and assessment as necessary; writing of the self study report, and providing ample communication and feedback opportunities to all TCNJ stakeholders; hosting the Middle States team visit. The specific timetable is as follows:

Date	Action
2012	
November 8-9	Angeloni and Landreau attend Middle States Self-Study Institute
December 13	CSPP Members enlisted as Steering Committee.
2013	
February 15	CSPP agrees on self-study model and working groups
March 1	CSPP appoints working group members
March 15	Co-Chairs and Planning Committee submit draft study questions for working groups
March 27	Draft study design sent to steering committee, working groups and president for review
April 3	Email letter from President to the TCNJ community announcing self-study and inviting community to meet Middle States Liaison on (sometime in April)
April 9	Planning Committee meets with President for review of design and study questions
April 15	Administrative support and collaborative on-line work spaces provided for workgroups
	Budget for Self Study designated by Provost

April 24	Final design/study questions approved by CSPP/President
April 29	Self-Study Design sent to Middle States Liaison
April 15 – May 15	Workgroups meet, establish schedule of meetings and tasks for 2013-2014, determine information/assessment needs.
May 7	Tito Guerrero, Middle States Liaison Visits TCNJ
May	MSCHE approval of Self Study Design
Ongoing	Community kept informed of progress
June 15	Working group requests for information/data submitted to Office of Institutional Effectiveness and information/data supplied.
June- August	Landreau drafts overview of TCNJ (history and basic data) for introduction to the self study
September-December	Co-Chairs discuss design and process with: • Faculty and staff senates • Student government • Deans & Chairs Working Groups analyze data, make further requests for data as necessary, and begin to work on designing and drafting group report.

2014

February 1	Working Groups submit draft outlines of their reports.
February 15	Planning Committee provides feedback and suggestions on narrative outlines to working groups Middle States selects visiting evaluation team chair/TCNJ approves of choice

	Visiting team chair and TCNJ select dates for chair preliminary visit and for the evaluation team visit
March 30	Working Groups provide first drafts of their reports
April 10	Co-Chairs and Planning Committee provide comments to working groups on their reports
May1	Working groups submit final drafts of reports
May 15	Working Groups thanked for their dedication and service from President, Provost and CSPP - dinner?
	Planning Committee & CSPP refine plan for final self study report, and apportion drafting and editing responsibilities for final self study.
June	Steering committee reviews working group draft reports and provides feedback
Summer	writing of first draft of self study completed
September-October	Draft report of self study shared with: • Faculty and Staff Senates • Student Government • Deans and Chairs
September-October	Preparation and planning for Middle States evaluation team visit
November 1	preliminary visit of MSCHE evaluation team leader
November	Designated writer revises self study
November 30	Second Draft of self study shared across campus constituencies and feedback solicited

2015

January 20	Final Draft of self study submitted to CSPP and approved.

February	Co-chairs report to and discuss self study with President and Board of Trustees
February	Self Study submitted to Middle States
March	Middle States evaluation team makes campus visit
March	Evaluation Team submits report
March	Co-Chairs draft response to report
June-July	Middles States action

Structure of Self-Study Document

The self-study document will begin with an introduction that provides an overview of the institution as well as detailing the scope and goals of the self study. The introduction is followed by four main chapters that describe and detail the research findings of each of the four work groups. These chapters are organized thematically as follows:

Chapter One: Mission, goals and decision making.
Chapter Two: Integrated and Transformative Student Experience
Chapter Three: Intellectual Community and Academic Standards
Chapter Four: Assessment, Accountability and Effectiveness

A concluding fifth chapter will summarize general Compliance with MSCHE Accreditation Standards 1-14 as detailed in chapters one through four. The concluding chapter will also provide a summative discussion of linkage between planning and assessment as part of the institutional culture at The College of New Jersey.

Preliminary Inventory of Support Documents

The four work groups are currently working on establishing an inventory of support documents they will need in order to their research and write their reports. The due date for that inventory is June 15, 2013. This will give ample time to the co-chairs of the Steering Committee, and to the TCNJ Center for Institutional Effectiveness (CIE), to gather and organize relevant data sets so that their work can be conducted efficiently and effectively during academic year 2013-2014. What follows is a preliminary inventory of support documents organized by standard.

Standard 1: Mission and Goals

1. TCNJ Mission Statement, Identity Statement & Core Values Statement.
2. Yearly Addresses by President Gitenstein to campus community
3. President's reports to the Board of Trustees
4. Dashboard of Key Strategic Indicators
5. Strategic Planning Website
6. 2012-2013 year-end summary report on phase I strategic implementation work by the task force on TCNJ Mission, Identity & Distinctiveness
7. 2012-2014 year-end summary report on phase I strategic implementation by the task force on Strategic Decisions and Processes. In particular, the development of a strategic effectiveness cycle to integrate planning, resource allocation and assessment
8. Board of Trustees by-laws, minutes of public meetings, and resolutions

Standard 2: Planning, Resource Allocation, and Institutional Renewal

1. Mission and Core Values
2. Board of Trustees Bylaws
3. Strategic Planning website –
   a. Strategic Profile 2012 – 2015
   b. Strategic Plan Report
   c. Strategic Plan Map Presentation
   d. Board of Trustees Resolution approving Strategic Plan
4. Linking Budget Development to Strategic Planning - *Strategic Planning Online (SPOL) and ALL-Funds Budgeting*
5. Taskforces summaries of Strategic Priorities – Track of Work # 1 and 2
6. Sample Schools and Divisional Strategic Plans
7. Shared Governance Structure and Processes

Standard 3: Institutional Resources

1. Strategic Budget Planning Cycle and the Committee on Strategic Planning and Priorities Budget Decision-Making Principles and Process
2. Linking Budget Development to Strategic Planning - *Strategic Planning Online (SPOL) and ALL-Funds Budgeting*
3. FY2010 – FY2014 Operating Budget Reports
4. Enrollment Management Plan – multi-year projections
5. Operating and Capital Budget Plans – multi-year financial projections
6. Board of Trustees approved Capital and Strategic Reserves Policy
7. Long-range Facilities and Technology Plan – *Note: The Facilities Master Plan is currently being updated*
8. Academic Equipment Acquisition Plan
9. Bond Rating Agencies Reports
10. Fundraising Capital Campaign
11. Audited Financial Statements (TCNJ, Foundation and Audit Executive Summaries)
12. Enterprise Risk Management and Internal Controls Plans

Standard 4: Leadership and Governance

1. TCNJ Governance documents:
   a. Governance structure and processes
   b. Diagram of Governance: Policy, Procedures and Planning Domain
   c. Diagram of Policy Flow: Policy, Procedures and Planning Domain
   d. Status of Issues in Governance 2009-2013
   e. Guidelines for Collecting Testimony from Stakeholder Groups
   f. A Governance Toolbox
2. TCNJ Online Policy Manual
3. Constitution of - and minutes from - Collegewide Committees and Planning and Program Councils
4. Faculty Senate Constitution, Newsletters, and minutes
5. TCNJ AFT (American Federation of Teachers) website, including current contract
6. Staff senate website including governance and minutes
7. Faculty handbook and Adjunct Faculty handbook
8. Student Handbook
9. Board of Trustees by-laws
10. Human Resources Policies and Procedures

Standard 5: Administration

1. Curriculum Vitae of administrative leaders and chief executive
2. Center for Institutional Effectiveness (CIE) website
3. Human Resources
    a. Interview and Selection Procedures
    b. New Employee Orientation Guidelines
4. Map of Administrative organization: lines of authority and reporting
5. Assessments of administrative effectiveness
6. (CIE) Assessment data on staff attitudes and satisfaction

Standard 6: Integrity

1. Academic Affairs
    a. Student Conduct Code
    b. Procedural standards for student grievances
    c. Reporting Sexual Harassment and Physical Sexual Misconduct: Title IX Grievance Procedures (PDF).
2. Human Resources
    a. Interview and Selection Procedures
    b. General employment Search Guidelines
    c. Performance evaluations
    d. Statement on Ethics for Employees at TCNJ
    e. TCNJ Policy Prohibiting Discrimination in the Workplace
    f. TCNJ Procedure for Handling Internal Complaints Alleging Discrimination in the Workplace/Educational Environment
    g. Affirmative Action/Equal Employment Opportunity and Diversity
3. Faculty Handbook
4. Information availability on TCNJ for parents, students, faculty, staff and general public:
    a. Institutional assessments and information on graduation and retention rates; certification and licensing data and reports; demographic data
    b. Accurate online data on schools, degree programs and requirements, course offerings, departmental profiles
5. Faculty Promotions and Reappointment Document

6. Center for Institutional Effectiveness
    a. Data on faculty/staff turnover rates
    b. Climate assessment reports
    c. Data on faculty: percentage of tenured/tenure track faculty; percentage of adjunct faculty; student/faculty ratio
7. Institutional Review Board Policies and Procedures

Standard 7: Institutional Assessment

1. Diagram of the College's Assessment Process
2. Assessment of the Strategic Map
3. Academic Units Assessment Reports – such as: SOSA, MUSE, 5 year departmental self-study reviews, specialized accreditations.
4. Administrative Units Assessment Reports (Student Affairs, Advancement, Enrollment Management, Human Resources, Facilities and Campus Safety)
5. Key Financial Performance Indicators – Multi-year Ratio Analysis
6. TCNJ Internal Controls Self-Assessment Project – reviewed by Protiviti Independent Risk Consulting
7. Enterprise Risk Management Assessment to Support: TCNJ Strategic Profile: 2012 - 2015
8. National Survey of Student Engagement (NSSE)
9. Strategic Planning Dashboard
10. College Portrait - Voluntary System of Accountability (VSA)
11. Common Data Set (CDS)
12. Delta Cost Project
13. Delaware Study
14. Integrated Postsecondary Education Data System (IPEDS Data Feedback Reports)

Standard 8: Student Admissions and Retention

1. Admissions office
    a. strategic plan for enrollment, retention, recruitment of students
    b. Admissions policies and criteria
2. Student Support programs (Equal Opportunity Fund, Disability Support Services, Tutoring Center, Counseling Center)
3. Availability and Accessibility of Academic Information Online
    a. Requirements for programs and degrees
    b. Required placement or diagnostic testing

      c. Financial information including fees, aid, scholarships, grants, loans and refunds

      d. Policies on transfer credit and extra-institutional learning

Standard 9: Student Support Services

1. Counseling and Psychological Services
2. Career Center
3. Residence Life
4. Tutoring Center
5. Alcohol and Drug Education
6. Anti-Violence Initiatives
7. Disability Support Services
8. Fraternity and Sorority Life
9. Student Activities
10. Off-campus Life
11. Student Employment
12. Student Health Services
13. Religious and Spiritual Life

Standard 10: Faculty

1. Faculty Statistics: percentage of tenured/tenure track faculty; faculty/student ratio
2. Tenure and Reappointment standards, policies and procedures
3. Promotion standards, documents and procedures
4. TCNJ American Federation of Teachers website (includes current contract information)
5. Center for Excellence in Teaching and Learning: guiding principles & mission and goals; learning communities and other programs
6. SOSA
7. MUSE
8. Sabbatical leaves: policies and procedures
9. Teacher-scholar model: documentation of institutional discussions and conclusions

Standard 11: Educational Offerings

1. Strategic Planning Documentation and Processes: schools, departments, programs
2. Program/degree goals and assessment data
3. Learning resources: library, instructional equipment, facilities.
4. course syllabi with expected learning outcomes

5. Undergraduate and Graduate Catalogues
6. Honors Program
7. Bonner Center
8. First Year Experience
9. MUSE
10. Center for Global Engagement

Standard 12: General Education

1. Liberal Learning
    a. Goals and outcomes
    b. Approved courses
    c. Community-engaged learning
    d. Interdisciplinary concentrations
    e. Program council

Standard 13: Related Educational Activities

1. Certificate Programs: objectives, requirements, curriculum
    a. Undergraduate: Women in Leadership and Learning (WILL); English as a Second Language (ESL)
    b. Graduate certificate programs in Education, ESL, Gender Studies, and Nursing'
2. Bonner Center for Community and Civic Engagement
    a. Experiential learning: policies and procedures
    b. Credit
    c. Programs
    d. requirements
3. Languages Across the Curriculum

Standard 14: Assessment of Student Learning

1. 2012 Key Findings and Benchmark Comparisons Reports of the National Survey of Student Engagement (NSSE) for TCNJ
2. qualitative study of learning based on the Association of American Colleges and Universities (AACU) value rubrics for measuring integrative learning (to be conducted during summer 2013 by faculty task force led by Dean Ben Rifkin)
3. Departmental strategic plans, learning objectives and assessment plans
4. 2009-2012 graduating senior surveys
5. graduate school attendance document
6. Comparative National Exam Scores: Nursing, Business, Education, Engineering

7. 2012 Report on First Year Experience, Learning Community, and Writing Outcomes
8. Transformation, the Bonner Center, and Community Engaged Learning January 26, 2012 document
9. **Program Assessment documents**
10. Final Report of the Ad Hoc Committee for the Assessment of Transformation (AHCAT)
11. AHCAT: Transformation Outcomes and Assessment Measures, December 2012 document
12. Retention and Graduation rates
13. Effect of Curricular Transformation on Tutoring Services FY01-FY11, January 2012 document
14. Final Exams and Reading Days Feedback from TCNJ Students, Faculty and Staff, 2008 document
15. BCSSE Results 2012
16. ETS Proficiency Profile: TCNJ Freshman Cohort Proficiency Summary and Senior Cohort Proficiency Summary
17. IPEDS Data Feedback Report 2012