

# THE WILLIAM PATERSON UNIVERSITY STUDENT SUCCESS PLAN

## INTRODUCTION

As we enter the beginning of the twenty-first century, higher education faces the daunting challenges of responding to shrinking fiscal resources, committing to continuous improvement of academic quality, addressing issues of accountability and diversity, and maintaining student access to college education. At William Paterson University, these challenges provide us with opportunities for extensive review of institutional priorities and the adoption of strategies designed to achieve academic excellence and efficient management. The University's main goal is to promote the academic success of students through a framework that seeks to address the following questions:

- Who are we as a University?
- What do we want to do?
- What do we do best?
- Are programs, services, and the learning environment directed at enhancing the success of students?
- How effective are our student recruitment, retention, and graduation efforts?
- How successful are our graduates in the work place or higher studies, and how effective are they as citizens in an increasingly global economy and technological world?
- How do we encourage, support, and strengthen faculty teaching, research/creative activity, and service?
- How many students can we service for quality educational experiences?
- How effective are we in promoting diversity and equity at the University?
- What and how many academic programs can we offer to serve the needs of the region, state and nation?
- How efficiently are we managing our fiscal and human resources?
- How are we pursuing alternative sources of revenue?
- What strategies have we developed to enhance the University's image internally and externally?
- How efficiently are we enhancing the capacity of the physical plant to meet the needs of the University?

In their Report of April 2001, the Middle States Visiting Team commented as follows:

*“William Paterson University is a vibrant and proactive institution of higher education in and throughout its service region. During the past few years, the University, with the incredible support and tireless effort of all campus constituent groups, especially the faculty and the administration, has striven to improve its programs and services to all its clients, especially its undergraduate students. Although all these efforts have produced many reports, recommendations, and suggestions, the last being the Self-Study document itself, the University and its leadership now face the challenge of planning, synthesizing, and*

*integrating all of its well-documented inputs into a clear and understandable action plan for the immediate future.”*

This document (STUDENT SUCCESS PLAN) responds to the questions and to the Middle States Visiting Team’s challenge above by providing a planning process to guide the University to the next level of excellence in supporting the success of students. The goals and objectives, recommended action steps, desired outcomes and measures for tracking progress outlined in it include new and continuing strategies, programs, procedures, and processes designed to strengthen the teaching and learning environment to promote student success.

Student success is a function of the success of marketing, recruitment and admissions efforts (at the front end), and the quality of the total university environment in the retention of students that effectively contributes to the ultimate achievement--graduation or completion--(at the back end). Each component of the Plan is made up of discrete, but overlapping parts, e.g. recruitment and admission depend on a clear application process, financial aid information, timely contacts by the college offices, academic orientation, support services, the learning environment and the academic programs offered at the institution.

The Student Success Plan is based on a student-centered holistic approach of clearly defined strategies, programs, procedures and processes to enable students to complete their education and realize their potential. It articulates a well-integrated process with logical and natural links between its components, which allows for a University-wide commitment to facilitate the efficient use of institutional resources to promote student success and academic excellence in a strong and positive teaching and learning environment. The Plan emphasizes a continuum from marketing and programming through recruitment, enrollment, program development, program delivery, and outcomes/performance/assessment. It also helps to provide a practical means of offering academic programs to accommodate student needs and enhance retention; project faculty and staff needs and assignments; provide appropriate support services; provide the means and framework for institutional advancement initiatives; determine the continuing refinement of the physical plant in the context of the Master Plan; link planning to budgeting, and allocate resources to meet academic needs.

A comprehensive University-wide assessment plan will be developed that will include strategies to assess the specific and general outcomes of students' educational experiences at William Paterson University, including:

- a. Quality of instruction at all levels
- b. Quality of student and academic support services
- c. Effective and efficient use of technology to support teaching, learning, and institutional support functions
- d. Quality of student/faculty/staff interactions
- e. Marketability of WPU graduates with respect to employment; preparedness of WPU graduates for advanced and professional study; and contributions of WPU graduates to the state, region and nation.

The Office of Institutional Research and Assessment will have main responsibility for developing and implementing the assessment plan in cooperation with the various academic and administrative offices on campus.

All academic departments and administrative units will be required to develop action plans addressing appropriate components of the Student Success Plan. The allocation of funds through the budgetary process will be based on the appropriateness of individual action plans to fulfill the requirements of the Student Success Plan as necessary. Vice Presidents, Associate and Assistant Vice Presidents, Deans, Directors, Department Chairs and other administrative unit and area heads are expected to play leadership and managerial roles in the development and implementation of action plans in their areas.

This document is a framework and is not intended to spell out detailed strategies for achieving our goals. It is intended to provide guidance, but to allow flexibility in the next level of planning. Although suggested action steps are included under each objective, these will need to be developed more fully, and perhaps modified as detailed operational plans are prepared by individuals and groups with expertise who will be implementing them.

The Student Success Plan is comprised of three parts: Part I -- Goals, Objectives and Recommended Action Steps; Part II -- Desired Outcomes; and Part III -- Measures for Tracking Progress.

### **Planning Process**

In September 2000, the Provost and Executive Vice President, under the direction of the President, established a University-wide committee of faculty and staff and charged it with developing a comprehensive plan to promote student success. During that fall, the Committee systematically reviewed previous planning documents (the original Student Success Plan, Future Search Conference outcomes, the Facilities Master Plan, and results from the Summer 2000 Planning Retreat), and identified external and internal trends and issues with the potential to influence the University's future. The Committee examined the Middle States Self-Study Report and recommendations of the Middle States Visiting Team to identify issues that needed to be addressed. A meeting with President Speert and Provost Sesay clarified a set of planning assumptions and provided additional direction. Throughout the planning process, the Committee was guided by the William Paterson University Mission and Vision statements.

The Committee identified five anchoring themes for the Plan: *Excellence and High Expectations; Diversity; Information Technology; Image and Reputation; and Ongoing Performance Improvement (Assessment)*, and created a draft framework, which incorporated these themes. At a Working Conference on March 2, 2001, seventy-six colleagues spent a day at an off-campus retreat reviewing the framework of the plan and suggested strategies for attaining its goals. The recommendations that emerged during this conference were used in preparing a second draft of the Plan. The Middle States Visiting Team Report provided the final input into the June, 2001 Draft Plan.

During the summer of 2001, the draft was distributed to the Director's Council, the Academic Affairs Council and the Provost's Council. Committee members met with each of these groups to discuss the Draft Plan and collect input. In September, the June 2001 Draft Plan was made available to the entire campus community via e-mail, and copies were placed on reserve in the library. In addition to soliciting feedback from individuals, the Committee held an open forum on October 11 to give members of the campus community an opportunity to raise questions and provide input. On October 23 and November 13, the Draft Plan was presented to the Faculty Senate and input was provided during "Committee of the Whole" discussions on both days. The Committee carefully considered all comments and suggestions from individuals and groups in preparing the November 2001 Draft Plan.

In order to provide additional opportunity for input, the Provost asked the Faculty Senate to appoint a committee to review the Draft Plan. Accordingly, a Senate Ad Hoc Committee of faculty and professional staff was appointed, reviewed the Plan, and presented its report and recommendations at the Faculty Senate meeting on April 23. In May, the Committee reviewed the comments and suggestions of the Senate Committee and incorporated many of them in the Final Draft of the Plan.

### **Planning Assumptions**

To inform the work of the Committee, the President and Provost and Executive Vice President provided the Committee with the following planning assumptions:

1. The University will increase student enrollment to about 12,000 students by Fall 2005, including full-time and part-time graduate and undergraduate students, and enrollments both on and off campus.
2. While maintaining and building graduate programs in select areas, the University will continue to be predominantly an undergraduate institution with the education of students as its primary purpose.
3. While expecting faculty to actively engage in research/creative activity as scholars/artists, the central focus of the University will continue to be on teaching.
4. The number of full-time faculty will remain generally stable over the next three to five years, depending upon program and enrollment growth.
5. There may be a small increase in the number of academic programs, particularly at the graduate level.
6. Within the five year timeframe of the Plan, the University will not seek to offer programs at the doctoral level.
7. The University will increase the proportion of students residing on campus. For undergraduates, the goal is 40 percent residential. Additional housing opportunities are anticipated for married students and graduate students.
8. While state funding is not expected to increase, funding from other external sources will be actively pursued.

**PART I**

**GOALS,**  
**OBJECTIVES,**  
**AND**  
**RECOMMENDED**  
**ACTION STEPS**



**Goal 1**  
***Student Achievement***  
**William Paterson University will make the academic and professional success of students its defining characteristic with programs and strategies that reflect best practices.**

***Objective S1. Develop and implement enrollment management practices that are effective in improving recruitment and retention, and time-to-degree for undergraduate and graduate students.***

- a. Develop and implement an enrollment plan.
  - Assess local, regional and national employment and demographic trends and their implications for student recruitment and program demand.
  - Set enrollment targets by program and type of enrollment
    - Mix of undergraduate vs. graduate students
    - Mix of students who enter as freshmen vs. transfers
    - Desired enrollment of International students
    - Desired enrollment of US students from out-of-state and distant NJ counties
    - Desired enrollment by academic program
    - Desired enrollment in Community College Centers
    - Desired enrollment in Continuing Education and Distance Learning programs
  - Develop a time line for achieving the desired enrollment in each program
  - Assess resource requirements (e.g., facilities, personnel) to support the targeted enrollment for each program.
  - Develop a mechanism for reallocation of faculty and staff lines across the University to achieve desired retention and programmatic outcomes.
  
- b. Develop and implement recruitment plans to support the goals of the enrollment plan. For example:
  - Develop and implement a comprehensive student recruitment plan.
  - Develop effective strategies for involving faculty, staff, students and alumni.
  - Develop targeted marketing strategies to support recruitment goals.
  - Conduct appropriate research to assess and guide recruitment and marketing.
  - Expand and enhance programs to build pipelines from K-12 and community colleges.
  - Continue to develop the University's Web site as an effective recruitment tool.
  
- c. Develop a student retention plan to guide and coordinate efforts to retain students and help them progress toward degree completion in a timely manner, while recognizing individual differences. For example:
  - Carry out needed research to learn more about why different types of students stay or leave at various points prior to graduation (e.g., high achievers, students in residence halls vs. commuters, etc.).

- Assess the effectiveness of current practices and programs with the potential to impact student retention (e.g., student advisement, Freshman Seminar, Early Alert System) and use what is learned to guide improvement.
  - Consider ways of expanding on-campus employment opportunities such as the Student Technology Consultant (STC) program.
- d. Expand financial aid resources and use them effectively to support recruitment goals.
- Assess the effectiveness of the University's scholarship programs in attracting and retaining high achieving students and make changes if needed.
  - Assess the effectiveness of financial aid packaging in supporting recruitment goals and make changes if needed.
  - Continue to expand the financial aid resources available to support recruitment goals.

***Objective S2. Use admissions criteria that are effective in identifying students with the potential to succeed at both the undergraduate and graduate level.***

- a. Conduct a comprehensive review and analysis of admissions criteria for all admit types at the undergraduate and graduate level to ensure that they represent the best basis for identifying students with the potential to succeed.
- b. Modify admissions criteria as needed based on information gained in the review and apply the criteria in a consistent manner.
- c. Conduct periodic assessments to examine the effectiveness of the criteria and the way in which they are applied.

***Objective S3. Help students make a successful transition into the academic community.***

- a. Continue to develop and implement the first-year experience program.
- Assess current programs for first-year students by student type (e.g., high achievers, at-risk, nontraditional, international) to determine if their needs related to transition into the academic community are being addressed.
  - Bring together faculty and staff responsible for first-year students/programs, joined by the Office of Institutional Research and Assessment, Assessment Committee, Center for Teaching Excellence, and the Expectations Committee to coordinate planning, implementation, and assessment of all aspects of the first-year experience, including: orientation, registration, convocation, freshman seminar, faculty staffing of first-year courses, advisement, etc.
  - Through a student-work program similar to the Student Technology Consultant program, develop a cadre of upper class students to act as peer academic leaders and mentors to first-year student academic experiences.
- b. Develop, implement and assess effective transition programs for students who transfer into WPU.

- c. Communicate core WPU values and expectations (see S4a and S8a, below).
- Develop effective strategies for communicating to new students the core values and expectations of the WPU community (e.g., admissions literature, orientation programs, General Education courses, advisement, residence life).
  - Coordinate messages and activities related to core values and expectations among full-time faculty, adjuncts, student services personnel, residence life, athletics, etc.

***Objective S4. Offer programs and curricula that reflect best practices and that prepare students for productive lives in contemporary society and for life-long intellectual growth.***

- a. Clarify expectations for student learning and development at the undergraduate and graduate level (see also S8a, below).
- Define the skills and level of achievement expected of all graduates as well as those expected of graduates of specific programs.
  - Define the content knowledge expected of all graduates as well as that expected of graduates of specific programs.
  - Define the personal characteristics, including values, (e.g., integrity, honesty, respect for others) expected of all graduates as well as graduates of specific programs.
  - Define expectations to foster civic awareness and engagement.
- b. Review curricula in each academic program, and in General Education and make necessary changes to create an integrated and coherent curriculum with appropriate breadth and depth that will help students realize the expectations identified in S4a, above.
- c. Integrate multicultural and international education into the curriculum
- Review and, if necessary, revise course syllabi to reflect an awareness of culture and international aspects as they relate to topics in the course.
  - Increase group projects and other teaching strategies to enhance interaction among students with different cultural backgrounds and experiences.
  - Review the current contributions of the Center for International Education and develop strategies for enhancing those contributions.
- d. Put in place effective review processes to ensure that program effectiveness and directions are periodically assessed and that findings are used for program improvement.
- Revisit the current program review process, including the external review component, and revise if needed to make it more effective.
  - Incorporate a review of library and technology needs into the program review process and incorporate findings into appropriate plans and resource requests.
  - Conclude each program review with a departmental action plan and memorandum of understanding that spells out timelines, responsibilities and resources to implement the plan.
  - Seek accreditation for those programs for which an appropriate accreditation exists that would enhance program effectiveness and stature.

***Objective S5. Through teaching/mentoring strategies that reflect best practices (e.g., Seven Principles of Good Practice in Undergraduate Education), help students achieve high levels of intellectual and personal growth.***

- a. Create an academic culture that supports high expectations for student learning.
  - Establish clear expectations for student learning in each course and communicate them to students orally and in writing each semester.
  - Establish clear expectations about students' responsibilities in the teaching and learning process and communicate them to students orally and in writing each semester.
  - Establish clear expectations about faculty responsibilities in the teaching and learning process, and faculty should develop effective strategies for helping students and maintaining high standards for student learning.
  
- b. Create an expectation and support for teaching strategies that have been shown to enhance student learning.
  - Through orientation and ongoing faculty development opportunities for adjunct and regular faculty (see Goal 2 on Faculty and Staff Development, below), faculty should:
    - Develop class assignments that promote active learning (e.g., writing, oral presentations, opportunities to apply learning outside of class, internships, class discussion).
    - Organize classes to encourage collaborative learning (e.g., small group work in class, study groups and group projects outside of class).
    - Utilize technology to enhance instruction, when appropriate.
    - Give feedback that is prompt, meaningful and early enough in the semester for students to gauge their progress in learning.
  
- c. Create an academic community that fosters productive student-faculty contact.
  - Through effective orientation of new faculty, ongoing faculty development (see Goal 2 on Faculty and Staff Development), etc., faculty should understand the importance of demonstrating interest in the academic and personal development of students inside and outside of class by strategies such as:
    - Recognizing students as individuals (e.g., learning names as early as possible in the semester).
    - Forming mentoring relationships with students.
    - Working with students on co-curricular activities.
    - Involving students in their research or other professional activities.
  - Develop institutional support and incentives for enhancing student-faculty contact. Examples:
    - Identify and implement successful models, both at WPU and other institutions, for enhancing student-faculty contact.
    - Remove barriers (e.g., funds, transportation) to faculty activities with students outside of class.
    - Enhance support for students in their research/scholarship/creative activities with faculty involvement and direction.

***Objective S6. Provide effective academic support services to help students with diverse needs achieve academic success.***

- a. Develop and implement a university-wide plan for academic support services to meet the needs of diverse student populations.
  - Conduct studies to learn about barriers to student academic progress.
  - Conduct a comprehensive assessment of the effectiveness and efficiency of tutoring and other academic support services offered at various locations and by different organizational units. Consider, especially, the following:
    - Quality of services
    - Duplication of services
    - Extent of collaboration and coordination among support services
    - Balance between centralization and local control of services
    - Extent to which different student populations have unique needs
    - Cross training and consistency in expectations
  - Review successful models for providing academic support services at other institutions and identify approaches that might be adapted for WPU.
  - Develop a plan for academic support services that will meet the needs of diverse populations in an effective and coordinated manner.
  - Explore ways in which technology can be used to improve both quality and access to academic support services.
  - Conduct ongoing assessment of academic support services and use the results for improvement.
  
- b. Develop strategies for enhancing the use of academic support services by students. For example:
  - Promote academic support services as helpful to all students.
  - Disseminate information about the positive impact of academic support services on student performance to students and faculty.
  - Continue to enhance the Early Alert System for referring students to needed services.
  
- c. Assess the current advisement system and use the results to develop a plan for improving academic advisement of students.
  - Assess the effectiveness of our current advisement system in meeting the needs of students.
  - Clarify and define the role of faculty in advising students.
  - Address the disparity in skills and interest of faculty in advising students.
  - Address the challenge of advisement in departments with a high student to faculty ratio.
  - Consider the needs of special student populations, e.g., undeclared students.
  - Assess and improve the structure and effectiveness of the Advisement Center.
  
- d. Develop and implement a plan to meet students' Basic Skills' needs in an effective and efficient manner.

- Convene and charge a Blue Ribbon Panel on Basic Skills to:
    - Recommend a structure for administering and coordinating the program, including departments responsible for instruction.
    - Propose a model for a seamless program of testing, placement, instruction, academic support, advisement, and assessment.
    - Consider incentives for innovation in Basic Skills programming and increased faculty engagement in this area.
  - Implement recommendations and systematically assess the effectiveness of the program on an annual basis.
- e. Clarify institutional policy and take appropriate action regarding admissions, administration, and programming in relation to students with English as a Second Language needs.

***Objective S7. Provide effective, efficient and user-friendly student services that meet the needs of a diverse student body.***

- a. Develop a comprehensive student support services plan to take advantage of the centralization of most student services in the redesigned and expanded Student Center and address the challenges of a campus community that is becoming geographically dispersed.
- Consider the needs of special student populations (e.g., evening students, commuters, graduate students, nontraditional students).
  - Address concerns of students about being given “the run around.”
  - Address issues of coordination and collaboration between offices that belong to different organizational units.
  - Conduct cross training of staff with specialized skills.
  - Take maximum advantage of technology to enhance effectiveness and access to student services (See Objective R3).
- b. Within the context of WPU’s expectations for student learning and development (See S4a and S8a) review and, if necessary, revise academic policies (e.g., course repeat, expungement, pass/fail, probation and dismissal), and develop and publicize effective strategies for implementing them in a consistent manner across the University.
- c. Develop strategies for enhancing and maintaining the WPU Web site as an important component of student support services.
- Ensure that information is organized in a manner that makes it user friendly and readily accessible to students.
  - Clarify responsibilities for updating and maintaining Web pages.
- d. Expand efforts to instill a student-centered and service-oriented attitude throughout the institution.

***Objective S8. Offer co-curricular experiences that complement academic programs in helping students achieve high levels of personal and intellectual growth.***

- a. Complementing the expectations for student learning and development in S4a, above, clarify the major goals of Student Development experiences (e.g., leadership skills, citizenship, community service, wellness, ability to work effectively with people of different backgrounds and race/ethnicity), and priorities among them, for all students.
- b. Conduct an audit/assessment of current Student Development programs, policies and procedures, and the extent to which they support the priority goals identified in S8a, above.
- c. Develop and implement strategies for enhancing student development programs, policies and procedures that will contribute to the desired goals.
  - Consider needs of special populations: commuters vs. students who reside on campus, students who attend primarily in the evening, nontraditional students; students with disabilities, etc.
  - Set priorities, develop time lines and clarify responsibilities for implementation.
  - Develop measures to track progress and provide information for adjusting strategies, if needed.

***Objective S9. Help students make a successful transition from the University community to graduate or professional study and/or career.***

- a. Develop and implement an integrated senior-year experience that includes department, college, and University-wide components.
  - Involve Career Development and other Student Development staff under faculty leadership in developing an integrated senior-year experience.
  - Review capstone experiences offered in each department and explore ways in which these experiences can be coordinated with other senior-year experiences.
  - Review models of successful senior-year experiences at other institutions and identify approaches that might be adapted at WPU.
  - Include in the senior-year experience ways of assisting students in obtaining a job.
  - Offer support services for students who wish to pursue graduate or professional study to ensure that they are effective across all academic programs.
  - Improve the services of the Career Development Center so that it can effectively help prepare students for careers.
- b. Develop a series of programs at all levels (department, college, university – both academic and Student Life) in the semester prior to graduation to help students celebrate their accomplishments and foster a continuing productive relationship with the University.
- c. Develop strategies to foster life-long learning to go beyond career and vocation (e.g., participation in service organizations, cultural institutions, and civic life).

***Objective S10. Integrate systematic assessment into all programs and services that contribute to student success.***

- a. Require all academic and administrative departments in the University to assess their effectiveness on a regular basis, and use results as the basis for improvement.
  - b. Continue to provide assistance to departments in using assessment to improve performance.
  - c. Include assessment as an integral component of annual reports of academic departments and annual personnel evaluations of managers.
  - d. Strengthen organizational structures to facilitate assessment within departments, colleges and across the University.
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**Goal 2**  
***Faculty and Staff Development***  
**William Paterson University will increase efforts to develop the  
 knowledge and skills of its faculty and staff.**

***Objective D1. Improve and expand strategies for faculty and staff recruitment.***

- a. Conduct a comprehensive review of recent faculty and staff searches and develop recommendations for improving the entire process.
- b. Conduct a review of searches for hard-to-fill positions in other job categories and develop recommendations for improving the process.

***Objective D2. Expand efforts to help new faculty become distinguished teachers and scholars.***

Review current orientation, mentoring, and faculty development programs offered to new faculty in each department, college and university-wide, and make changes, if needed, to ensure that they are effective in assisting new faculty in becoming distinguished teachers and scholars.

***Objective D3. Expand efforts to help adjunct faculty become effective contributors to student success.***

- a. Review orientation programs available at the department, college and university level to ensure that all adjuncts are given the information and support needed to become effective teachers.
- b. Put in place procedures to ensure that all adjuncts are evaluated by students and faculty on a regular basis and that appropriate supervision and support for improvement is provided when needed.
- c. Make relevant workshops and seminars available to adjunct faculty and encourage their participation.
- d. Develop strategies to help adjuncts feel connected with the departments in which they teach and informed about developments that affect their teaching.

***Objective D4. Expand and enhance programs to help tenured faculty maintain vitality over their careers at the University.***

- a. Review the process and practices for assessing tenured faculty and, if needed, recommend changes in the process and its implementation to improve effectiveness in maintaining faculty vitality.

- b. Identify and offer faculty development opportunities to assist tenured faculty in maintaining vitality over their careers.

***Objective D5. Provide a wide range of faculty development opportunities to help faculty hone their teaching/mentoring strategies, particularly in the areas noted in Objective S5, above.***

- a. Develop and implement a comprehensive faculty development plan to enhance teaching and mentoring at WPU.
  - Identify faculty development programs and activities to enhance teaching and mentoring currently offered in each department, college and university-wide, and assess their effectiveness.
  - Review successful faculty development programs at other institutions and identify elements that might be adapted for WPU.
  - Develop a comprehensive plan that includes time lines and resource requirements.
- b. Expand strategies and technical support to encourage faculty to take advantage of technology as a tool for enhancing teaching and mentoring.
- c. Enhance recognition and rewards for teaching excellence, including student mentoring and advisement.
- d. Establish exchange programs with other universities in the US and abroad.

***Objective D6. Provide an effective array of services and opportunities to enhance faculty productivity in research, scholarship, and creative activities.***

- a. Enhance support for faculty research, scholarship and creative activities.
  - Assess the current array of support services and perceived need by faculty for additional services.
  - Review successful programs at other institutions.
  - Consider expanding programs that engage faculty in mentoring each other (e.g., Writing Across the Curriculum, Case Writing Institute).
  - Develop and implement a comprehensive plan for enhancing services and opportunities to enhance faculty productivity.
- b. Expand support for enhancing productivity in obtaining external grants.
  - Assess the current array of support services and perceived need by faculty for additional services.
  - Review successful programs at other institutions.
  - Develop and implement a comprehensive plan for expanding effectiveness in obtaining external grants. Consider the following:
    - How to encourage faculty to use ART as seed money for obtaining external grants.

- ❑ How to use the expertise of faculty who have been successful in obtaining external grants to mentor other faculty.
  - ❑ How to encourage faculty to develop collaborative research agendas.
  - ❑ Provide more staff support to the Office of Sponsored Programs.
- c. Expand the ways in which the University recognizes, rewards, and celebrates faculty accomplishments in research, scholarship and creative activity.

***Objective D7. Enhance programs to help employees in all job categories increase their skills and knowledge***

- a. Through continuous assessment of employee interests and needs, and program enrollments and effectiveness, offer programs that help employees at all levels increase their skills and knowledge in areas that contribute to their effectiveness.
- b. Through performance reviews and other strategies, emphasize the responsibility of supervisors for the professional development of their staff members.

***Objective D8. Develop programs to assist employees in developing career paths for advancement and/or lateral moves into new areas at the University.***

- a. Explore the feasibility of a career path program at William Paterson University.
  - b. Develop and implement recommendations for a program that would offer support and encouragement to employees who can demonstrate the ability to advance in a career path.
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### Goal 3

#### *Campus Climate*

**William Paterson University will foster a sense of common purpose, pride, and community among all employees and students.**

***Objective C1. Expand efforts to create a sense of community among students, faculty and staff.***

- a. Identify and implement new strategies to maintain the flow of information vertically and horizontally across all campus constituencies.
  - In keeping with the academic community as a deliberative body, enhance communication about topics under discussion by the administration and expand opportunities for participation in the decision-making process at the University.
  - Continue to expand electronic and other means of keeping the campus informed.
- b. Develop and disseminate shared expectations for membership in the campus community, including values such as: civility in interactions with each other, appreciation for diversity, respect for campus facilities and grounds, appreciation for the contributions of each member of the campus community, etc.
- c. Develop effective ongoing strategies for instilling a student-centered and service-oriented attitude throughout the University.
- d. Develop strategies to build and maintain a sense of community despite the increasing geographic dispersion of the campus.
- e. Enhance programs that orient new students and employees to the mission and goals of the University and help them become contributing members of the campus community.
- f. Identify and implement ways of expressing appreciation and caring among members of the WPU community.
  - Identify ways of saying “thank you” that are appropriate for each target audience.
  - Explore ways of supporting each other in adversity (e.g., the donated leave program).
  - Make efforts to seek out and welcome members with special needs.
  - Find ways of staying connected with employees who retire.

***Objective C2. Expand efforts to develop a sense of pride in the University among students, faculty and staff.***

- a. In print materials, speeches, etc., emphasize and reiterate the history of William Paterson, the positive accomplishments to which all have contributed, and the exciting future ahead.

- b. Develop strategies for increasing attendance of students and employees at cultural and sports events as a way of enhancing a sense of community.
- c. Strengthen the sense of community through shared traditions, annual events, etc.
- d. Communicate and celebrate accomplishments, both individual and collective.
- e. Continue to enhance the appearance and cleanliness of campus buildings and grounds.

***Objective C3. Foster a campus community where interaction and collaboration among its diverse members contributes to enhanced appreciation and respect for diversity.***

- a. Promote diversity among faculty, staff and students, and in services, co-curricular activities and academic programs.
- b. Persist in efforts to create learning opportunities by encouraging interaction among diverse members of the WPU community.
- c. Provide opportunities for faculty and staff to help students gain appreciation and respect for diversity.

***Objective C4. Create a safe and secure campus environment where the health and wellness of employees and students are valued and supported.***

- a. Offer workplace safety workshops on a regular basis.
  - b. Offer programs to promote good diet and physical activity and encourage employees to take advantage of them.
  - c. Make available and publicize counseling services.
  - d. Conduct systematic ongoing assessments of the extent to which the campus environment is safe and secure and supports the well-being of those who work and study here. Develop effective strategies for responding to problems identified. Among the issues to be assessed are:
    - Heating, A/C and ventilation
    - Lighting, both internal and external
    - Campus security
    - Accessibility
  - e. Promote and maintain a viable Department of Public Safety with a strong community policing component to enhance the safety and security of the University community.
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## Goal 4

### *Resource Development and Management*

**William Paterson University will develop physical and fiscal resources appropriate for achieving its goals, and will manage those resources effectively.**

***Objective R1. Increase the effectiveness and efficiency with which the University manages all of its resources.***

- a. Link planning, budgeting and evaluation.
  - Develop, institutionalize, and publish a formal university-wide annual planning and budget process that uses university goals and priorities to guide resource allocation.
  - Make budget information available to departments on a timely basis.
  - Provide departments with updates as soon as new information becomes available so that alternative plans can be developed and implemented as budget realities change during the year.
  - Explore ways in which the allocation of resources can be used effectively to provide leverage for desired change
  - Link allocation of resources to demonstrated effectiveness in achieving desired goals.
  - Establish a University-wide Budgeting and Planning Committee that reports to the Provost and Executive Vice President to assist with the budgeting and planning processes.
- b. Conduct a systems analysis of workflow, policies and procedures, organizational structure, allocation of personnel, etc. across the University to identify ways of improving effectiveness and efficiency and reducing unnecessary bureaucracy.
  - Clarify roles and responsibilities of personnel and offices and publicize this information so that requests can be directed to the appropriate office or individual.
  - Continuously seek ways of encouraging collaboration across organizational boundaries and among employees in all job categories.
  - Utilize benchmarking, continuous quality improvement, assessment, best practices, and other approaches to guide improvements throughout the University.
  - Identify and assess various means to reduce University administrative costs, for example:
    - Service contracts
    - Document production and duplication processes
    - Energy savings
- c. Gradually develop a reserve that will be equal to about five (5) percent of annual expenses.

- Identify a percentage of the University budget every year for academic program initiatives and improvement in accordance with provisions of the Student Success Plan.

***Objective R2. Increase the amount and diversity of financial resources to support the University's goals while minimizing dependence on student tuition.***

- Expand the University's development efforts. For example:
  - Initiate and carry out a capital campaign.
  - Encourage faculty and staff to sustain active relationships with alumni and to help identify potential donors.
- Expand relationships to elected officials and other "friend making" activities. For example:
  - Increase contact with federal, state, and municipal leaders..
  - Continue to strengthen ties with influential constituencies in the external community.
  - Maintain an active program of community activities.
- Explore alternative revenue sources. For example:
  - Explore the revenue potential of creative tuition discounts plans, facilities rentals, etc.
  - Expand the activities of the Office of Sponsored Programs and provide more assistance and incentives for faculty and staff participation in grant-writing activities.

***Objective R3. Develop and maintain state-of-the-art technology facilities, equipment, and infrastructure appropriate to support academic programs and administrative functions.***

- Based on priorities and financial resources systematically implement the IT Plan.
- Make IRT more effective in addressing faculty and staff technology needs.
- Develop and implement a Technology-Across the Curriculum Program.

***Objective R4: Create and maintain facilities and grounds that make a strong, positive contribution to achieving the University's mission.***

- Continue to update the Facilities Master Plan as necessary.
- Develop a process for the next level of facilities planning and utilize it in implementing the Facilities Master Plan. For example:
  - Assess user needs and produce a prioritized project listing.
  - Determine the number and size of classrooms, laboratories, performance space, etc. to meet user needs.

- Provide a forum for faculty, staff, and student iterative involvement. Include persons with disabilities to ensure awareness of their needs.
- c. Utilize state-of-the-art methods and techniques to promote and maintain cleanliness in the buildings (classrooms, bathrooms, offices, labs, etc.).
- d. Provide effective and timely responses to maintenance and facilities problems.
- Provide a balance of spaces with robust, flexible design and specialized, single-purpose design.
  - Develop guidelines and site-plan criteria for space-type proximity (e.g., dorms around recreational space, support offices proximate to supported space) and for the appropriate allocation of support facilities (parking, sewer plants, pump stations, etc.).
  - Develop and implement a space planning process to provide appropriate allotments of space for College, Department, and program usage and to optimize changes of space utilization.
- e. Develop and implement capital renewal and preventive maintenance (PM) processes that control levels of deferred maintenance.
- Prepare and implement a PM program for buildings and grounds, their systems, and utility infrastructure.
  - Provide for auditors and experts to assess the structural and operational condition of facilities, and prioritize major replacement and rejuvenation projects.
  - Implement a program of ADA/Accessibility compliance, and assess other changes in code and law. Involve persons with disabilities in assessing problem areas.
  - Develop benchmark criteria and standards of acceptability.

***Objective R5. Offer effective auxiliary services that make a strong positive contribution to achieving the University's mission.***

- a. Develop and apply a continuous improvement program for all auxiliary services: bookstore, food service, shuttle service, childcare, etc.
- b. Continually assess the need for new or different auxiliary services to help meet the needs of the University community.
-

## Goal 5

### *Community Outreach and External Relations*

**Through educational, cultural, and service programs, William Paterson University will contribute significantly to the quality of life in the community, region and state, and achieve public recognition as an excellent university.**

***Objective O1. Develop a continuing education program that offers an array of educational courses, programs and services in a variety of formats and venues that meet the educational needs of the community, region, and state and are consistent with the University's mission.***

Develop and implement a comprehensive plan for the University's Continuing Education program.

- Define the overall goals and measures of success.
- Develop a clear understanding of its financial basis, and the resources that will need to be generated by Continuing Education.
- Clarify its relationship with the academic operations of the University.
- Based on appropriate study and research, conduct a systematic environmental scan to determine:
  - Primary geographic area to be served.
  - Needs of local business and industry that might be met.
  - Possible competitors (both public and private) and how to compete with them.
  - Possible organizations with which Continuing Education can cooperate and how.

***Objective O2. Offer an array of Distance Learning courses that expand educational opportunities to students who are unable to enroll in classes on campus.***

Develop and implement a comprehensive plan for the University's Distance Learning activities.

- Define the overall goals and measures of success.
- Develop goals and establish targets for the enrollment of place-bound students in the program in support of the University's overall student enrollment.
- Develop a clear understanding of the financial basis of the Distance Learning program, and the resources that will need to be generated by the program.
- Clarify its relationship with the academic operations of the University.
- Based on appropriate study and research, conduct a systematic environmental scan to determine:
  - Primary geographic area to be served.
  - Needs of local business and industry that might be met.
  - Possible competitors (both public and private) and how to compete with them.

- Possible organizations with which Distance Learning can cooperate.

***Objective O3. Develop a comprehensive and coordinated array of programs, services and collaborative relationships, consistent with the University's mission, that meet the needs of the community, state, region and private sector while providing reciprocal benefit for the institution.***

- a. Develop and implement a comprehensive plan for the University's community outreach activities.
  - Inventory the current University community outreach activities, both individual and collective.
  - Define the overall goals of community outreach activities and measures of success.
  - Determine the geographic area to be emphasized in University outreach activities.
  - Identify strategies for encouraging faculty and staff to participate in community outreach activities.
  - Develop an ongoing means of coordinating community outreach activities in order to offer services effectively and efficiently and avoid redundancies and duplication.
  - Develop and implement systematic assessments of community outreach programs and use results to make improvements.
- b. Through the Career Development Center, expand and enhance workforce development activities in concert with public and private partners to promote professional and career opportunities for students.
- c. In areas of University strength, develop programs responsive to state and regional needs as identified in the NJ Commission on Higher Education's Long Range Plan for Higher Education, *A Blueprint for Excellence*.
- d. Develop mutually beneficial relationships with appropriate public and private agencies that involve faculty collaboration with applied research, student internships, joint applications for grant funding, etc.
- e. In areas of University strength, develop programs, activities and services that are of mutual benefit to the University and specific populations such as older adults.

***Objective O4. Contribute to the quality of life in the region through excellent and innovative cultural activities that complement the University's academic mission.***

- a. Develop and implement a comprehensive plan for the University's cultural activities.
  - Define the overall goals of cultural offerings and how success should be measured.
  - Identify the audiences and geographic area to be served.

- Identify organizations (both public and private) with which the University expects to compete and how it will compete.
  - Identify opportunities for cooperation.
- b. Develop and implement a comprehensive plan for marketing cultural activities to the region that includes the following:
- Strategies for expanding attendance from local and regional community members.
  - Strategies for promoting cultural activities within the scope of the University's integrated marketing campaign.

***Objective O5. Enhance public recognition of William Paterson University: the strengths of its academic programs, faculty, and students, and the contributions it makes to the region.***

- a. Assess the impact of the University's marketing program on increasing name awareness and influencing potential students, donors and event attendees.
- Develop systematic strategies for assessing effectiveness of advertisements, publicity, web site, publications, and other vehicles.
  - Assess marketing efforts on an ongoing basis to determine if:
    - Financial and human resources are allocated to ensure effectiveness.
    - Marketing strategies and techniques are generating the intended results.
    - Staff is employing the most effective and most up-to-date strategies and techniques.
- b. Based on assessment findings and the enrollment, community outreach, media relations plans, etc., develop a comprehensive marketing plan that integrates and links together all of the University's marketing efforts.
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**PART II**

**DESIRED**

**OUTCOMES**



### **Student Achievement**

- Improved student retention and graduation rates.
- A diverse and qualified student body, gradually increasing in number to approximately 12,000.
- Students progress to degree/certification completion in a timely manner.
- Identification and achievement of desired enrollment in each program.
- Students experience high levels of intellectual and personal growth.
- Graduates are prepared for careers and advanced studies and for productive citizenship in an increasingly global economy and technological world.
- Students become self-starters responsible for their own personal and academic development.
- Students practice good citizenship with a strong service and civic orientation after graduation.
- Students become leaders at work and in their communities.
- Students maintain an active and supportive relationship with the University after graduation.

### **Faculty and Staff Development**

- Faculty are effective teachers and active scholars throughout their careers.
- Faculty and staff are effective partners in contributing to student success.
- Adjunct faculty are effective partners in contributing to student success.
- Qualifications and diversity of employees contribute to the learning environment.
- Employee resources appropriate in number and qualifications to enable the University to meet its goals.
- Employees continue to grow in their capacity to meet the challenges of a dynamic university.

### **Campus Climate**

- Diversity among faculty, staff and students, and in academic programs, support services and co-curricular activities.
- Campus community actively promotes health and wellness among its members.
- Campus community has a common sense of purpose and effective working relationships among members.
- Campus community takes pride in WPU and its accomplishments.
- Campus is a learning community in which all participate.
- Employees possess a strong service orientation.
- Campus is welcoming for diverse members and fosters interaction among its diverse members.
- A safe and secured campus.
- Continued enhancement of shared governance at WPU.

### **Resource Development and Management**

- Allocation and management of resources take maximum advantage of available resources to support the University's mission.
- Resources are allocated and managed appropriately to support the University's mission and Student Success Plan.
- State-of-the-art information technology infrastructure supports academic programs and administrative functions.
- An attractive, clean, well-maintained campus with facilities appropriate to support the academic mission of the University.
- Auxiliary services effectively and efficiently support student success.
- More financial resources for the University through fundraising and grant-writing efforts.

### **Community Outreach**

- A Continuing Education program that is financially self-supporting and generating additional revenues, and serves the surrounding region with a variety of educational programs that are consistent with the University's mission.
- Through Continuing Education, WPU provides non-credit courses and programs to generate revenue.
- Through distance learning, WPU provides access to high quality, credit-bearing courses in a wide variety of disciplines for place-bound students, thereby increasing overall student enrollment at the University.
- An active program of community service and outreach complements the University's academic mission.
- WPU is recognized as an important cultural resource for the region.
- William Paterson is recognized as a major comprehensive regional university offering excellent academic programs and graduating students who are well prepared for productive and fulfilling lives in a rapidly changing international society.
- Support for the University is strong among state and local officials, as well as leaders in the business, education and healthcare sectors.

# **PART III**

## **MEASURES FOR TRACKING PROGRESS**



Below are measures that might be used to track progress in implementing the *Student Success Plan*. When agreement is reached on a set of measures, baseline performance should be recorded and changes in performance tracked as the Plan is implemented.

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## **Measures for Student Achievement**

### **Enrollment Management**

- One-year retention rates of entering first-time full-time freshmen and transfer students
- Time to graduation for students entering as first-time full-time freshmen and as transfer students
- Six-year graduation rates
- Enrollments, retention and graduation by program
- Number of International students
- Number of students from out of state and distant NJ counties
- Number of students enrolled in Community College Centers
- Number of applicants (freshmen, transfers, graduate students)
- Percent of accepted applicants (freshmen, transfers, graduate students) who enroll
- Percent of enrolled full-time first-time freshmen in the top 20<sup>th</sup> percentile of their graduating class
- Number of students who go on to advanced and professional study
- Percent of transfer students with gpa's of 3.0 or higher
- Percent of graduate students from institutions other than WPU
- Diversity of applicant pool and enrolled student body (racial/ethnic, geographic, etc.)
- Student satisfaction with academic and non-academic services offered at WPU
- The success of graduates/alumni in the workplace

### **Academic Programs, Curricula and Practices**

- One-year retention rates of entering first-time full-time freshmen and transfer students
- Time to graduation for students entering as first-time full-time freshmen and as transfer students
- Six-year graduation rates
- Enrollments, retention and graduation by program
- Proportion of targeted academic programs with accreditation
- Acceptance rates of students applying to graduate or professional school
- Pass rates for professional examinations
- Proportion of alumni who would enroll at WPU if they could start over again
- Number of students who gain employment in desired field within one year after graduation
- Student satisfaction with the curriculum and teaching
- Student satisfaction with advisement process

- Number of students who have multicultural and international educational experiences
- Proportion of students who have participated in internships
- Proportion of students who have worked with faculty on research projects
- Proportion of students completing Honors program
- Proportion of programs rated highly by external reviewers in program review process
- Evidence that students are achieving desired learning outcomes
- Performance on National Survey of Student Engagement benchmarks related to: level of academic challenge, active and collaborative learning, student interactions with faculty members, enriching educational experiences and supportive campus environment

### **Student Support Services**

- Student perceptions that they do not “get the run around when seeking help and information”
- Student satisfaction with support services, including academic support
- Student satisfaction with campus life including residence, food and auxiliary services
- Proportion of students participating in campus activities, including SGA and departmental clubs
- Number of students voting in SGA elections and participating in other meaningful campus and community endeavors

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## **Measures for Faculty and Staff Development**

- The quality of faculty and staff recruited to the University
- Number of refereed publications and juried performances and exhibits by faculty
- Amount of faculty and staff productivity in officially recognized research/scholarly/creative activity such as presentations at professional conferences, campus colloquia, etc.
- Number of external grants awarded to faculty
- Employee satisfaction with professional development opportunities
- Effective development plans for employees throughout the University

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## **Measures for Campus Climate**

- Degree and effectiveness of shared governance; e.g., faculty/staff participation in decision-making through established channels as Faculty Senate, departments, etc.
- Proportion of students and faculty who perceive a welcoming campus for diverse members
- Diversity in academic programs, support services, and co-curricula activities

- Diversity of students and employees at all levels throughout the University
  - Proportion of employees who perceive that they are informed about important issues and have appropriate opportunities to participate in deliberations about these issues.
  - Participation of employees and students in cultural and social events on campus
  - Proportion of employees who make contributions to University's development efforts
  - Proportion of students, faculty and staff that perceive the campus as a safe and secure place
  - The degree of campus safety as reflected in the campus crime statistics (LOG)
- 

## **Measures for Resource Development and Management**

### **Resource Management**

- Evidence that resources are allocated to support institutional priorities, e.g., academic programs
- Dollars saved by cost-cutting measures
- Size of financial reserves
- Performance on higher education benchmarks

### **Resource Development**

- Total revenue
- Dollars contributed by alumni
- Proportion of alumni who contribute to annual fund
- Dollars raised through other development efforts
- Dollars raised through grants program
- Number of student scholarships
- Additional resources received from State and Federal sources

### **Facilities, Auxiliary Services and Physical Environment**

- Unmet deferred maintenance
  - Level of compliance with ADA requirements
  - Student and employee satisfaction with facilities and grounds, including HVAC, ventilation and the cleanliness of buildings and grounds
  - Faculty and student satisfaction with the bookstore and other auxiliary services
  - Classroom, laboratory and technology facilities match needs of academic programs as identified in enrollment plan under S1a, above
  - Student, faculty and staff satisfaction with technology resources and support services
  - Student and employee satisfaction with Web resources
  - Use of web resources for marketing and recruitment
-

## **Measures for Community Outreach and External Relations**

- Number of students served by Continuing Education programs in both credit and non-credit programs
  - Revenue to cost ratio of the Continuing Education Division
  - Number of distance learning courses offered to place-bound students for credit
  - Proportion of departments offering distance learning courses
  - Public awareness and perception of the University
  - Measure of media coverage of the University
-

## **APPENDIX A**

### **SUMMARY OF GOALS AND OBJECTIVES**

**Goal 1 (Student Achievement): William Paterson University will make student success its defining characteristic with programs and strategies that reflect best practices.**

*Objective S1. Implement enrollment management practices that are effective in improving recruitment and retention, and time-to-degree for undergraduate and graduate students.*

*Objective S2. Use admissions criteria that are effective in identifying students with the potential to succeed at both the undergraduate and graduate level.*

*Objective S3. Help students make a successful transition into the academic community.*

*Objective S4. Offer programs and curricula that reflect best practices and that prepare students for productive lives in contemporary society and for life-long intellectual growth.*

*Objective S5. Through teaching/mentoring strategies that reflect best practices (e.g., Seven Principles of Good Practice in Undergraduate Education), help students achieve high levels of intellectual and personal growth.*

*Objective S6. Provide effective academic support services to help students with diverse needs achieve academic success.*

*Objective S7. Provide effective, efficient and user-friendly student services that meet the needs of a diverse student body.*

*Objective S8. Offer co-curricular experiences that complement academic programs in helping students achieve high levels of personal and intellectual growth.*

*Objective S9. Help students make a successful transition from the University community to graduate or professional study and/or career.*

*Objective S10. Integrate assessment into all programs and services that contribute to student success.*

**Goal 2 (Faculty and Staff Development): William Paterson University will increase efforts to develop the skills and knowledge of its faculty and staff.**

*Objective D1. Improve and expand strategies for faculty and staff recruitment.*

*Objective D2. Expand efforts to help new faculty become distinguished teachers and scholars.*

**Objective D3.** *Expand efforts to help adjunct faculty become effective contributors to student success.*

**Objective D4.** *Expand and enhance programs to help tenured faculty maintain vitality over their careers at the University.*

**Objective D5.** *Provide a wide range of faculty development opportunities to help faculty hone their teaching/mentoring strategies, particularly in the areas noted in Objective S5, above.*

**Objective D6.** *Provide an effective array of services and opportunities to enhance faculty productivity in research, scholarship and creative activities.*

**Objective D7.** *Enhance programs to help employees in all job categories increase their skills and knowledge*

**Objective D8.** *Develop programs to assist employees in developing career paths for advancement and/or lateral moves into new areas at the University.*

**Goal 3 (Campus Climate): William Paterson University will foster a sense of common purpose, pride, and community among all employees and students.**

**Objective C1.** *Expand efforts to create a sense of community among students, faculty and staff.*

**Objective C2.** *Expand efforts to develop a sense of pride in the University among students, faculty and staff.*

**Objective C3.** *Foster a campus community where interaction and collaboration among its diverse members contributes to enhanced appreciation and respect for diversity (broadly defined).*

**Objective C4.** *Create a safe and secure campus environment where the health and wellness of employees and students are valued and supported.*

**Goal 4 (Resource Development and Management): William Paterson University will develop physical and fiscal resources appropriate for achieving its goals, and will manage those resources effectively.**

**Objective R1.** *Increase the effectiveness and efficiency with which the University manages all of its resources.*

**Objective R2.** *Increase the amount and diversity of financial resources to support the University's goals while minimizing dependence on student tuition.*

**Objective R3.** *Develop and maintain state-of-the-art technology facilities, equipment, and infrastructure appropriate to support academic programs and administrative functions.*

**Objective R4.** *Create and maintain facilities and grounds that make a strong, positive contribution to achieving the University's mission.*

**Objective R5.** *Offer effective auxiliary services that make a strong positive contribution to achieving the University's mission.*

**Goal 5 (Community Outreach and External Relations):** **Through educational, cultural, and service programs, William Paterson University will contribute significantly to the quality of life in the region, and achieve public recognition as an excellent university.**

**Objective O1.** *Develop a continuing education program that offers an array of educational courses, programs and services in a variety of formats and venues that meet the educational needs of the region, and are consistent with the University's mission.*

**Objective O2.** *Offer an array of Distance Learning courses that expand educational opportunities to students who are unable to enroll in classes on campus.*

**Objective O3.** *Develop a comprehensive and coordinated program of community service, including collaborations, partnerships and other activities that meet the needs of the region and are consistent with the University's mission.*

**Objective O4.** *Contribute to the quality of life in the region through excellent and innovative cultural activities that complement the University's academic mission.*

**Objective O5.** *Enhance public recognition of William Paterson University: the strengths of its academic programs, faculty, and students, and the contributions it makes to the region.*



**APPENDIX B**  
**STUDENT SUCCESS PLAN COMMITTEE**

**Janet Tracy**

College of Science and Health  
Co-Chair

**Dona Fountoukidis**

Planning, Research, and Evaluation  
Co-Chair

**Susan Kuveke**

College of Education

**Judy Matthew**

Cheng Library

**William Matthews**

Christos M. Cotsakos College of Business

**Susan McNamara**

College of Humanities and Social Sciences

**Diana Peck**

College of the Arts and Communication

**Lou Poandl**

Administration and Finance

**Marc Schaeffer**

President's Office

**Stuart Goldstein**

Institutional Advancement

**Nina Jemmott**

Office of the Provost and Executive Vice President