

**An Exceptional Path: Five Strategies to Support TCNJ in its Integrated Transformation
June 2008 Updates**

- 1. We will focus resources on articulating and clarifying the position of The College of New Jersey as a fully engaged and accountable institution that embraces the value of an academically competitive mission. This strategy will assure that we have the authority to realize the integrated transformation.**
 - TCNJ is working in cooperation with NJASCU to bring about goals for NJ Promise.
 - ✓ Met with NJASCU team to determine TCNJ participation.
 - ✓ Creating electronic mailing list of selected alumni who can serve as advocacy group on issues.
 - ✓ Working to help them create collective message of the value of all state colleges to NJ.
 - A specific TCNJ plan is being created to position the college in minds of key leaders in state about the exceptional nature of college.
 - ✓ Hired new Director of External Affairs part of whose job function is to lead/staff this function.
 - ✓ Customized message for individual visits among key legislative leaders.
 - ✓ Collected pertinent information and formatted into presentable printed piece to leave with individuals.
 - ✓ Set meeting dates and begun to visit key legislators. Depending on audience, topics of discussion have been about current legislation and TCNJ's value and position in NJ higher educational environment.
 - A preliminary document was created as a guide to establish an understanding with state that will assure continued autonomy and stable support in exchange for academic excellence and meeting identified needs of state.
 - A public information campaign is being created to target key constituencies to assure a more widespread accurate image of TCNJ.
 - ✓ Preparing a survey to three constituencies, alumni groups, prospective students and parents, and general public to determine perceptions and to test messaging themes. Currently talking to marketing survey firm to begin this over the summer.
 - ✓ Forming messaging committee consisting of alumni and others to test messaging themes and enlist their help in conveying the message.
 - ✓ This will lead to a direct promotional campaign that will be carried through various communications vehicles, including limited forms of broadcast media. This campaign will take place in the coming fiscal year, and should also help augment alumni fundraising campaigns.
 - ✓ Among other strategies relating to promotion, we will take a more aggressive approach to media sources for using faculty as experts for stories. And, we are orienting the TCNJ magazine in a more strategic direction for cultivating alumni and friends.

2. We will continue to diversify revenue streams. This strategy will provide additional financial resources for the integrated transformation.

- TCNJ will create partnerships with local and regional entities:
 - ✓ Working on developing stronger ties with Trenton area convention and visitors services to create more cooperation between downtown organizations and TCNJ.
 - ✓ Completed preliminary development studies of Hopewell property and Carlton Avenue properties.
 - ✓ Preparing to conduct a full feasibility study of a ‘campus town’ development on the Carlton Avenue property under the leadership of the Trenton State College Corporation. This study will be undertaken in partnership with community members, local institutions and Ewing Township representatives.
 - ✓ Investigating opportunities to leverage the College's strategic land holdings to generate additional revenue for the College.
 - ✓ The discussions about the adoption of the Marie Katzenbach School of the Deaf have been put on hold temporarily. The discussions with the County about the potential acquisition and development of the Sypek Center are on hold indefinitely.

- A reorganization has taken place to combine the areas of Development, Alumni Affairs, Academic Grants and Sponsored Research, and Public Affairs under the division of Advancement.
 - ✓ Assure a consistent message directed at three key constituencies mentioned above. Process already begun. This will also help strengthen current giving as well as help position the college for a potential capital campaign.
 - ✓ Part of messaging initiative described above will incorporate the nature of the communication that is targeted at potential giving constituencies. For example, legislature will be visited. Alumni will continue to receive publications, mailings, emails, and phoning. General public may hear promotions in various broadcast or print media.
 - ✓ The marketing survey described above will help better understand what alumni are thinking about TCNJ and what might motivate them to strengthen their giving, among other objectives of the survey.
 - ✓ Under the reorganization, the Public Relations function will look for opportunities to promote individual schools to appropriate audiences with an eye toward both admissions and philanthropy.
 - ✓ We will examine ways to diversify revenue streams in the context of activity in conference and meeting services. The intention is to bring key organizations/corporations to campus as part of a plan to increase revenue and strengthen the college’s image with these groups. An assessment of price structure and staff positions has begun to determine if there are opportunities to streamline the processes and structure that will lead to lower cost and/or more efficiency.

- We are exploring other revenue producing programs related to the academic mission of the schools of the college; eg: summer school offerings, continuing education programs, certificate programs, etc.

3. We will enhance the facilities and campus physical plant. This strategy will assure that we have the facilities to support the integrated transformation.

- The Housing and Academic Administrative master plans have been completed, presented to constituents and approved by the Board in March 2008.
- The new Student Apartments project broke ground in January 2008 and is on schedule to provide approximately 400 new beds for the fall of 2009.
- The new Art and Interactive Multimedia Building was successfully bid and broke ground in May 2008. Completion of this academic building is projected for the late fall of 2009.
- The College's asset renewal plan was presented to the Buildings and Grounds Committee of the Board in December 2007 and is underway. The College is implementing \$3.2 M in asset renewal projects in the Housing portfolio, approximately \$5.5 M in asset renewal projects in the Educational and General portfolio and \$.4M in projects in the Brower Student Center in FY 2008.
- A dining facility planning and improvement project is underway with a goal of updating the BSC Food Court, Travers Wolfe dining facility and Eickhoff dining facility.
- We are revising the strategic funding model for the two master plans as well as the asset renewal plan in response to our recent bond refinancing. The strategic funding model will be reviewed with rating agencies and the Educational Facilities Authority in preparation for future borrowing.
- The Presidents Climate Commitment Committee has been working on several initiatives including 1) implementing a requirement that all equipment purchased by the College be Energy Star© compliant, 2) the completion of an inventory of the College's greenhouse gas emissions, 3) preparing to develop a climate neutrality plan for the College and 4) investigating integration of sustainability programs into the College's curriculum and events.

- 4. We will assure institutional accountability and transparent engagement with our stakeholders, including the general public. This strategy will provide the data both to support our record of success in the integrated transformation as well as the data to direct our aspirations to improve.**

From the Center for Institutional Effectiveness –a partnership between the Provost’s Office and Information Technology and Enrollment Support Services:

- TCNJ has decided to participate in The College Portrait Voluntary System of Accountability (VSA), a nationwide instrument developed through a partnership between the American Association of State Colleges and Universities (AACSCU) and the national Association of State Universities and Land-Grant Colleges (NASULGC) intended to create a mechanism for sharing our accountability measures.

As required for participation in The VSA, CIE provided leadership to an interdisciplinary team consisting of Career Services, Alumni Affairs, and Admissions to develop a short graduating senior survey. Another required element of the VSA, results from the 2006 NSSE have been contextualized and are available on the web (also linked to from USA today). NSSE will be administered this spring 2009 to freshmen and seniors, and we will be taking advantage of a pre-test with our freshmen, the Beginning College Survey of Student Engagement (BCSSE). Additionally we completed the Spring 2008 testing session of the CLA (Collegiate Learning Assessment) and continued filling in the template with standard institutional data as available in the Common Data Set (CDS) and the Integrated Postsecondary Education Data System (IPEDS).

- The Center for Institutional Effectiveness, led by Dr. Paula Maas as the Interim Executive Director, has continued to participate in numerous national surveys including US News & World Report, Peterson’s Annual Survey of Undergraduate Institutions, and Middle States Institutional Profile.

The Center is also becoming recognized as the source for collaborations and data support for academic and administrative departments and programs to conduct their assessment activities. This year’s collaborations have included:

- ✓ Records & Registration on the development of a student satisfaction survey for incoming spring transfer students.
 - ✓ Office of Alcohol and Drug Education Program (ADEP) on the administration of the Core Institute Social Norms and Campus Norms survey.
 - ✓ The Committee on Planning and Priorities (CPP) on survey of faculty, staff and students about their final exam period experience.
- We have consulted with faculty on the following:
 - ✓ Scheduling grid survey
 - ✓ Business School accreditation
 - ✓ Bonner Center

- ✓ Department of Nursing
- Institutional or program data has been prepared in support of:
 - ✓ School of Engineering for ABET accreditation (admissions statistics, student enrollment, degrees conferred, & faculty data).
 - ✓ Department of Nursing accreditation and grant proposal (graduation and retention data, T-tests for standardized test scores).
 - ✓ Retention and graduation rate information of minorities in STEM majors for the completion of a biology grant proposal.
 - ✓ Admissions information of minorities in STEM majors for the completion of a \$1 million NSF grant proposal.
 - ✓ Non-identified faculty data (demographics, rank, salary) for preliminary NSF ADVANCE grant proposal.
- We have reviewed and revised projection model for tuition revenue & enrollment predictions. Increased predictive accuracy of model by the inclusion of retention figures of non-matriculate and other non-traditional student cohorts.
- Institutional data (mostly retention and graduation rates) has been provided for state assembly and senate budget committee questions.
- We have met with the Council of Deans to introduce them to the data available through Institutional Research and to get feedback on modification of the layout and aggregation of the data.
- Writing Program
 - ✓ implementing collection of senior capstone papers for assessment.
 - ✓ collaborating with Mary Goldschmidt to design an assessment strategy for writing outcomes at all levels (ongoing).
 - ✓ First Seminar Program -co-facilitated 6 FSP focus groups, preparing final report.
- Program Review
 - ✓ Created pre-program review survey, data package, and summary of past *One Question* activities to assist programs as they prepare for their upcoming (AY 2008-2009) TCNJ Program Review. Met with the following departments:
 - Art Department
 - Women's and Gender Studies
 - ✓ One Question Program- Maintained Assessment website.
- Other institutional initiatives

- ✓ Faculty Data Systems Committee initiated to formulate a institutional mechanism for collecting and reporting faculty-related accomplishments for accreditation, transparency and accountability.

From the General Counsel and Treasurer's areas:

- At its February meeting the Board appointed the General Counsel to serve as the College's Compliance Officer, Affirmative Action and Equal Employment Opportunity Officer and Ethics Liaison Officer.
- The General Counsel has hired a paralegal from the Office of the Attorney General to join him beginning July, 2008.
- Also at its February meeting the Board approved a resolution brought to the Board through the Audit, Risk Management and Compliance Committee by the Treasurer and General Counsel that ratified existing audit and compliance control items for meeting NACUBO recommendations and adopted "The College of New Jersey Compliance Best Practices", including the seven essential elements of compliance.
- Specific policies adopted by the Board this year which address oversight responsibilities are:
 - ✓ The Investment Policy
 - ✓ Debt Management Policy
 - ✓ Interest Rate Swap Policy
 - ✓ Student Loan Code of Conduct Policy
- Protiviti, a nationally recognized expert internal audit and compliance consultant, is in the process of reviewing and making recommendations to enhance TCNJ's Internal Controls Self Assessment.
- The College has launched a "whistle blower" reporting service with a toll free telephone number and Website hosted by EthicsPoint in compliance with the Conscientious Employee Protection Act.
- The College's Ethics Office has introduced a Website as a resource for employees. That office is developing plans for delivering ethics training to all College employees.

5. We will participate as the middle partner in the P-20+ discussions. This strategy will facilitate liaison with our partners in expanding access to the integrated transformation.

- TCNJ has continued to enhance partnerships with the K-12 system.
- ✓ An audit of existing TCNJ P-12 initiatives is under way. Highlights to date include:
 - To date there have been 45 responses to the survey from faculty and staff in six of the seven schools as well as the library and the Bonner Center.
 - TCNJ is leading or is involved in programs in at least 50 P-12 schools. In addition, there are 202 schools on the STEP placement lists. More than 30 school districts are represented in our activities, most in NJ with a handful in PA and DE; the bulk of our programs are in the Ewing/Trenton/Hamilton area.
 - Our activities that benefit the schools include running/staffing after-school tutoring and recreation programs, in-school tutoring, and a handful of evening programs for children.
 - Other interesting, but less frequent, contributions to area schools include work on strategic planning, counseling services, library tours, research involving student journalism and computer science.
 - We also host summer programs for middle school students from Ewing and Hopewell (contributes to college preparedness).
 - TCNJ's Professional Development School Network (PDSN) is a vibrant network of school district and community leaders dedicated to enhancing P-12 teaching and learning. The PDSN provides a wide variety of professional development programs for area teachers, the most noteworthy of which is The Teachers as Scholars Program, funded by the Woodrow Wilson Foundation, allowing K-12 teachers to have an intense Liberal Arts experience with TCNJ faculty.
 - The urban teacher academy and our emerging involvement with the Future Teachers of America are examples of helping to prepare kids for college.
 - TCNJ hosts Kidsbridge Tolerance Museum, welcoming hundreds of children who interact with the museum exhibits, work with faculty/staff/student facilitators, and tour the campus to increase their aspirations for attending college.
 - Our contributions to P-12 education extend internationally through undergraduate global student teaching and our global graduate programs in education.
 - TCNJ's CCS program (Career and Community Studies), which provides a post-secondary experience for college-aged individuals with intellectual disabilities, is helping to shape program outcome goals for special education programs in the region.
 - We host campus visits for groups of middle schools and high schools (often providing for transportation and meals), primarily from urban districts. We also guest lecture or serve as a panelist at 25+ high schools, mostly in non-urban districts.

- ✓ TCNJ has signed "agreements" with the following organizations, pledging that we will assist in preparing their students for post-secondary work...we frequent their organizations to help parents and students with the overall admissions/college process (not just for TCNJ)...we also provided on-site admissions/application support, early awareness to middle school students (visits to TCNJ).
 - Wight Foundation (Newark), an organization that assists urban, low-income students pursue secondary education and then transition to the best undergraduate colleges in the country. TCNJ has benefited from this partnership, receiving only one application four years ago and 16 this past year.
 - Operation Link-Up (Patterson), similar to Wight Foundation but designed for urban public school students.
 - College Prep Incentive Program (Jersey City and Plainfield)
 - Young Scholar's Institute (Trenton), with which we do summer campus visits and workshops.
- ✓ CIE is conducting an analysis of TCNJ's top 20 high school feeder schools. We are analyzing how these students are progressing through FSP and math, retention rates, gpa, and graduation rates. Our plan is to share this information with the high schools. This information will be very helpful to the high schools, but will serve a dual purpose by providing admissions with very valuable information on preparedness.
- We have continued to take steps to enhance partnerships with feeder community colleges.
 - ✓ TCNJ has implemented fully the new legislation governing transfer from NJ community colleges to NJ four-year colleges. TCNJ Program Planners and NJ Transfer Recommended Transfer Programs (RTPs) have been updated.
 - ✓ The transfer student evaluation process has been redesigned to facilitate direct communication between students and counselors at the community colleges and TCNJ evaluators before applying and during transfer.
 - ✓ Records and Registration has assigned evaluators to each NJ community college. Evaluators provide a point of contact for each institution to communicate updates to program planners, programs, and policies.
 - ✓ TCNJ hosted a group of faculty, staff, and administrators from Mercer County Community College (MCCC) to develop a plan for greater collaboration in fostering the positive transition of transfer students. CIE is partnering with MCCC's Institutional Research office to study predictors of success for MCCC/TCNJ transfer students. We are working to identify areas of study that have potential for stronger articulation with MCCC.
 - ✓ Math Department Chair Aigli Papantonopoulou served on the Statewide Conference on Transfer Articulation in Mathematics.

- We continue to focus on increasing graduate school attendance, including attendance at the most competitive graduate programs.
- ✓ Academic leaders are increasing attention to graduate study, brainstorming with faculty and staff about new strategies for enhancing students' awareness of possibilities and promise. Some examples of such initiatives include:
 - The School of Engineering begins discussing graduate school opportunities early, culminating in ENG 099 Senior Professional Seminar in which students must prepare graduate school applications for at least three schools.
 - Various departments in the School of Culture and Society as well as many honor societies organize workshops involving alumni who are either in graduate school or recently completed graduate students.
 - Significant graduate school mentoring occurs among students and faculty working collaboratively on scholarly and creative activity. We are seeing significant increase in admission to very competitive graduate programs. We continue to enhance such opportunities during the academic year and in the summer through the MUSE (Mentored Undergraduate Summer Experience) program.
 - Some departments have or are developing advising seminars that include graduate school awareness and preparation.
- ✓ Career Services and CIE are partnering on a post-graduation survey to gain graduate school attendance and employment information from a larger sample of graduates.
- ✓ Career Services has enhanced its programming to this aim. In FY 08 Career Services offered a Graduate School Day that consisted of seven panel discussions (Graduate Programs in Medicine, Nursing and Allied Health, Pursuing an MBA, Pursuing a Law Degree, Graduate Programs in Psychology and the Social Sciences, Engineering & Technology, and Science & Biomedical, and writing effective graduate school essays). National schools that participated included multiple programs from the University of Pennsylvania, Princeton University, Bryn Mawr College, Villanova University, Penn State University; as well as more regional schools such as Rutgers University, UMDNJ, Temple, William Paterson, Pace University, Seton Hall University, Widener University and Drexel University. In FY 09 Career Services will offer a *Graduate School Week* (instead of a day) and will foster collaboration with other departments and programs and offer joint advertising. Career Services programs will include: Graduate Programs in Medicine, and Allied Health; Pursuing a PhD in the Sciences; Pursuing a Doctoral Degree in the Liberal Arts; Pursuing an MBA; Pursuing a Law Degree; Graduate Programs in Green Fields; Engineering & Technology; and Writing the Graduate School Essay.
- ✓ We have strengthened our mentoring of students pursuing competitive fellowships. Mentoring of students pursuing fellowships before their senior year (e.g., Goldwater, Truman) is particularly effective in stimulating and shaping graduate school plans.

- TCNJ will continue to enhance “articulation” agreements with graduate programs.
 - ✓ TCNJ is working with the UMDNJ School of Public Health (a partnership of UMDNJ, Rutgers, and NJIT) to develop articulations for TCNJ students interested in post-baccalaureate certificate and/or masters-level education in Public Health.
 - ✓ TCNJ now has five-year programs (BA/MA) in deaf education and special education. Enrollments in these areas have been particularly robust.
 - ✓ We have a new five-year sequence (BA/MA) in elementary education with a focus on urban education.
 - ✓ The Counselor Education Department has designed a program that can readily articulate with existing TCNJ undergraduate degrees. The department intends to reach out to the undergraduate departments from which it will likely attract these students to discuss potential articulations.
 - ✓ We are in the beginning stages of exploring articulations between our undergraduate education programs and our global graduate program in education.