

Appendix 2.2 Rutgers Progress in Addressing Self-Study Suggestions

Outlined below are the progress points of note in each of the areas delineated by the Team in their support of the suggestions of the Self-Study:

OBJECTIVE	ACCOMPLISHMENTS
<p>Raise money for financial aid</p>	<p>Financial aid challenges continue as federal and state financial aid programs remain level or are reduced. Changes in federal programs coupled with the national economic downturn have resulted in ever increasing pressures on institutionally-based aid programs. Still, Rutgers has continued to make significant investments in student financial aid, primarily through the Rutgers Assistance Grant. This program is a need-based grant designed to bridge the gap between a student's cost and federal and state grant programs such as federal Pell Grants, federal Supplemental Opportunity Grants and the New Jersey Tuition Aid Grants. To address these issues, Rutgers:</p> <ul style="list-style-type: none"> • Invested \$11.5M in the Rutgers Assistance Grant program in AY2007-08 and provided funds to more than 3,600 students • Increased investment by 226% by AY2011-12 • Raised over \$71M in endowment funds for scholarships, yielding an annual increase of \$3M in funding provided to students <p>In Newark</p> <ul style="list-style-type: none"> • The EOF Program at Newark College of Arts and Sciences hosts meetings and workshops to increase use of accelerated Pell Grant funding • The Faculty of Arts and Sciences - Academic Foundations Center promotes multiple institutional and private donor collaborations to offer housing and meal-plan scholarships to low-income students from the Newark area. <p>In Camden, the administration is developing a comprehensive strategic plan to increase merit and need-based financial aid. Campus leadership is working actively with the Vice President for Enrollment Management along with representatives from Newark and New Brunswick to increase merit- and need-based aid.</p> <p>Universitywide planning for additional aid sources is ongoing. The Rutgers University Foundation remains committed to increasing donations that will provide both need-based and merit-based financial aid. For example, significant efforts have been undertaken to raise funds for the Future Scholars initiative. Using resources of Rutgers and community partners, this program builds resources for the direct support of students, including students who thought that college was beyond their reach. Additionally, this initiative</p>

hosts seminars, summer programs and peer mentorship opportunities for undergraduates.
(<http://em.rutgers.edu/programs/futurescholars/donor/investment.html>)

Invest in functions that help improve student retention and graduation efforts

Rutgers is actively engaged in studying, planning, and implementing programs to enhance retention rates and persistence to the degree. Specifically, given the wealth of higher education research on the positive correlation between students' initial adjustment to college and retention rates, the university has redesigned new student orientation programs in New Brunswick. Options now include a two-day overnight orientation in summer for traditional-aged new students, a one-day summer orientation for transferring and non-traditional students, an international orientation in the week immediately before classes begin. Finally, for those U.S. students who cannot attend the summer orientation, Rutgers provides a long-distance orientation with electronic, telephone, and other support and contacts throughout the summer, culminating with an in-person orientation on the Friday before classes begin. New Student Orientation on the Newark Campus has also been improved; it has been moved from the Office of Academic Services to the Paul Robeson Campus Center and participation has increased.

The implementation of a New Student Convocation in New Brunswick a collaborative project planned and implemented by the Vice Presidents for Undergraduate Education and Student Affairs, was designed to enhance community and identification with Rutgers among new students.

Additional New Brunswick initiatives for enhancing persistence to the degree include:

- First Year Interest Group Seminars
- Centralized student affairs functions in New Brunswick to provide enhanced direct service to students
- Revamped Veterans Services Program and a Veterans Support Team, to provide services to veterans (now more than 1,000 students)
- Counseling and Psychological Services (CAPS) and Alcohol, Dependency and Addiction Services (ADAPS) have been administratively reorganized and are now under the umbrella of Health Services
- Housing and Residence Life Operations have been merged to offer more coordinated services.

In Newark, retention efforts have expanded to include multiple programs to increase persistence to the degree. Examples include:

- Faculty of Arts and Sciences – Newark (FASN) has expanded its pre-college programs for low-income, first generation students as a pipeline for diversity
- FASN Academic Foundations Center has collaborated with the Department of Earth and Environmental Sciences on an NSF-funded grant, Louis Stokes Alliance for Minority Participation, to double the number of underrepresented minorities who graduate with degrees in the STEM majors

- FASN created learning communities to provide academic support and advisement as well as develop research opportunities and internships
- In 2012 the Academic Foundations Center was awarded \$1,250,000 by the U.S. Department of Education for a five-year Upward Bound pre-college program. This program is designed to assist and motivate students to successfully graduate from high school, prepare for college admission, and to successfully complete the baccalaureate degree
- The Institute for Pre-College Education and Community Outreach has taken a leading role on the Newark campus in reaching out to the community with collaborative programs designed to serve the needs and aspirations of students in Newark and surrounding communities. The IPECO provides programs for urban middle and high school students designed to help them develop the skills, knowledge, confidence, and aspirations needed to thrive in college.

In Camden, several efforts are underway to improve retention, graduation, and student success. In order to support these efforts, the Camden campus is building its institutional research capacity by hiring a senior research analyst and a research analyst who will help the campus collect, analyze, and share institutional data as well as establish enrollment and retention goals. The Camden campus has established a goal to achieve 4.5% annual growth and increase campus enrollment to 7,500 within four years. Other initiatives include the following:

- Regular meetings with representatives from offices critical to enrollment, matriculation, and integration into the campus community
- Student success initiative launched in December 2011
- Regular meetings of the Advising & Retention Council with faculty and staff focused on improving student success
- Collaboration with consultants from the National Academic Advising Association (NACADA) to audit advising on campus and help improve the academic advising system; creation of Academic Advising Taskforce
- Created the Center for Learning and Student Success (CLASS) to bring together the Rutgers-Camden Learning Center, Disability Services, EOF, and TRiO Student Support Services

Graduate degree completion is also a focus of new initiatives. For example, the Graduate School-New Brunswick has developed policies to improve the length of time to the Ph.D. degree with the expectation that degrees will be completed in seven years. Student progress and persistence are now monitored in light of this expectation.

Invest in facilities and technology to support

Despite economic challenges, there has been significant, and in some cases extraordinary, progress in the upgrade of existing classrooms and in the building of new facilities to support Rutgers growth in enrollment

the new vision for the student experience

and new programs (see <http://facilities.rutgers.edu/pdf/Expanding%20and%20Upgrading%20our%20Campuses%20Fall%202010.pdf>). Additional projects are in planning stages.

Classroom modernization is an ongoing challenge with older facilities; careful planning in partnership with academic units ensures that faculty and students are well-served. Since 2007, with a commitment of \$15 million to improve and renovate classrooms, more than 300 classrooms in 50 buildings in New Brunswick, Newark and Camden have had modifications ranging from the installation of high-speed technologies to new white boards, desks, paint and windows. This project has made an extraordinary difference in the quality of the classroom experience for students and faculty.

Over the last five years the university has made significant enhancements, renovations and improvements to support instruction and student services. Selected examples are listed below.

New Buildings and Significant Renovations

The university's building plans are supporting its educational, research, and community service missions. For example:

- The Early Learning Research Academy in Camden opened in fall 2011 with close to 13,000 sq. ft. for pre-k classrooms for 126 children as well as a research facility for students and faculty
- 15 Washington Street in Newark is being redeveloped into graduate student residences
- Newark's Dana Library is being modified to expand currently vacant space into a usable facility
- In New Brunswick, The Center for Integrative Proteomics Research has been completed on the Busch campus
- Plans for the expansion of the Nicholas Music Center at Douglass have moved forward with a recent groundbreaking ceremony for a new building
- A new suite-style residence hall opened on the Busch Campus for pharmacy and engineering students
- The Livingston Campus has been transformed with significant projects including the expansion of the Student Center, a new Dining Commons for students and faculty, new residence hall space for 1200 students, a new Campus Central Walkway and a new entrance to Lucy Stone Hall including a mall with a fountain
- A new Business School building is nearing completion on the Livingston Campus
- A new \$55 million graduate residence hall opened in fall 2012 on the Camden Campus
- Since 2007, more than \$69 million dollars have been directed to capital improvements in Housing and Residence Life including roof replacements, interior and exterior renovations and upgrading systems to meet code requirements

Group learning and collaboration spaces

Examples of spaces designed to enhance student collaboration and build community include the following:

- The Alcove, added in 2009, is designed to be a comfortable, computer-enhanced group learning space for students, staff and faculty on the College Avenue. Campus in New Brunswick.
- Kilmer Library Lab, renovated in 2012, incorporates learning space design elements and an open floor plan.
- Loree Laptop Lounge, on the Cook / Douglass campus, was created in 2011 as a space for students to relax and collaborate on projects. The space was designed and built by student workers
- BEST Hall Lab, in the new residential facility on the Busch campus opened 2011. During the day the facility is a hands-on small cluster classroom designed to support the School of Engineering. When classes are not in session, the facility is available for general student use.
- Targeted for completion in the fall of 2013, Livingston Campus Computer Lab will undergo a complete redesign and expansion as part of the Tillett renovation. The new structure will incorporate breakout rooms for group work, hands-on classrooms for instruction and space for individual and collaboration work.

Apps, Websites, and Internet Enhancements

- ScarletApps, a Google-based email system with collaboration tools, was implemented fall 2011 as the default email service for new students. The system provides an evolving and dynamic set of communication and collaboration tools available for student, faculty and staff use.
- A Rutgers Mobile App was launched in the iTunes App store spring 2012. Rutgers App provides on-the-go convenient access to data such as Rutgers events, bus routes, dining hall menus, libraries and commonly used Rutgers links. The service is continuing to evolve.
- A growing number of mobile friendly websites and services at Rutgers including NextBus, <http://www.nextbus.com/homepage> provide real time information for students (and faculty and staff).
- Voice services are transitioning to VOIP, providing improved service and greater security through e911 capabilities.
- Wireless services were added to the main classroom buildings and wireless capabilities were added to the public spaces in residential facilities; full wireless coverage in all residential areas is underway.
- Academic software site licenses have been expanded and now include Matlab, Ingenuity IPA, REFWORKS and others.
- An online Student Absence Reporting system was implemented in AY 2011-12.

- More comprehensive information is now available online for students as they register or review the schedule of classes, including textbook requirements, costs, and alternative formats and course synopses. These features comply with the Higher Education Act of 2010.

Library, Information, and Instructional Services

Projects on all of the campuses have enhanced library and information services and now provide expanded resources for instructional support.

The new Center For Online and Hybrid Learning is supporting innovative online and hybrid education.

- In August 2011, the Rutgers University Division of Continuing Studies announced the formation of The Center for Online and Hybrid Learning and Instructional Technologies (COHLIT), a new initiative for the advancement and advocacy of online and hybrid education at Rutgers. The initiative is managed by a faculty advisory board with representatives from across all three campuses.
- The project has a formal, electronically-mediated, community site to facilitate sharing of best practices, assess issues faculty are facing, and support improvements in online course delivery.
- COHLIT will also support new instructional technologies such as virtual worlds and augmented reality and introduce new educational practices, programmatic resources, and technologies that are based on nationally-accepted benchmark practices, pedagogically sound principles, and standards of excellence.
- Staff are engaged with the new and increasingly complex federal regulations and intellectual property issues that pertain to online learning as well as the new Distance Education guidelines adopted by the Middle States Commission on Higher Education.

The Rutgers-Camden Library has been actively involved in enhancing the quality and improving the availability of instructional support technology.

In Newark, the Office of Academic Technology formed new partnerships and strengthened existing collaborations to improve availability and use of instructional support technologies. In partnership with Newark Computing Services, OAT has supported the expanded use of Blackboard, the adoption of new features, and the integration of various instructional tools into the Blackboard platform. Designated staff have served as both consultants and support to several academic units including the innovative College of Nursing's program in Haiti.

The strategic plan for University Libraries includes support for learning and teaching through technology. Initiatives have focused on the use of social media tools, the development of instructional resources, the creation of courses, guides, and programs, and the hiring of staff with experience in digital technology and

other emerging technologies in library services. Specifically, the library has created an online introduction to Rutgers Libraries (LbGuide) for distance learners; developed a course about library services for eCollege; provided digital service materials; provided chat, IM, and e-mail reference services; conducted copyright webinars and workshops, created YouTube videos, used Facebook, Twitter, and mobile applications to reach students. RUL is working closely with the library at UMDNJ to ensure a seamless transition after integration. Students, staff, and faculty from all of the integrated units will have the same access to library services, including access to databases on and off-campus.

Additional improvements have been made to enhance administrative and operational services, such as the 2010 expansion of network bandwidth from 600MB to 5 GB.

Pay attention to mental health services and making students aware of these services:

Counseling

In 2010 a new facility was opened in New Brunswick to house the centralized Counseling, Alcohol and Other Drug Assistance Program and Psychiatric Services (CAPS). While still maintaining a satellite location on the Cook/Douglass Campus, the new building houses a multidisciplinary staff dedicated to collaborative student care. A new director, and an additional social worker, a suicide prevention specialist, and a recovery counselor have strengthened the services. CAPS offers more than 900 hours of targeted community based prevention, intervention and post-intervention programs annually in multiple settings including individual counseling, group sessions, focus groups, crisis intervention, referrals to community specialists, mandated assessments, classes and informational materials. CAPS has a telephone triage system and a daytime and evening on-call system. The office coordinates with professionals across the campuses to provide local mental health and counseling services.

<http://rhscaps.rutgers.edu/services/counseling>.

Since 2008, Newark's Counseling Center has collaborated with a chapter of the student organization "Active Minds," a national group that works to reduce suicide. The Center also hosts the DeStress Fest, Health Fair and Body Appreciation Event as well as several psychological assistance programs for various academic groups including EOF, Veterans, and the College of Nursing. An AA Recovery Support Group has been formed and additional part-time staff were hired to expand the program.

Support "less self-directed" students and continue to encourage faculty to include

Over the last five years, the university has made significant progress in providing students with critical course information, including learning goals posted in the syllabi and available before the start of classes. The New Brunswick Faculty Council, following similar University Senate actions, approved a recommendation for expanded course description availability at the time of pre-registration each semester (http://nbfc.rutgers.edu/year10_11/CrsDesc.html). All syllabi are expected to include learning goals and

<p>learning goals in syllabi and develop plans to assess student learning outcomes relative to program goals</p>	<p>new courses and programs must include learning goals and methods for assessment when seeking approval. The Center for Teaching Advancement and Assessment Research hosts a webpage to assist faculty with creating course descriptions and syllabi and will provide faculty and instructors with individual assistance in creating syllabi. http://ctaar.rutgers.edu/teaching/syllabus/ExpandedCourseDescriptions.html</p> <p>Core Curriculum and Expanded Opportunities for Undergraduates</p> <p>Several additional suggestions were made in Rutgers' self-study and endorsed by the Review Team.</p> <ul style="list-style-type: none"> • See Chapter 5 for a discussion of the development of a core curriculum and ongoing processes for assessing student learning.
<p>Promote and expand undergraduate research opportunities at all campuses</p>	<p>As a result of the Transforming Undergraduate Education initiative in New Brunswick and initiatives in Camden and Newark, undergraduates (including arts and sciences students) have an increasing number of research and experiential learning opportunities. Over 50% of our students now participate in research work directed by faculty. Student applications for national fellowships, which numbered 16 in 2007, have reached 186 in 2012; fellowship recipients have gone from five in 2007 to 39 in 2012. Over 40% of entering students are enrolled in first-year seminars. Every new program, whether curricular or co-curricular, includes an assessment tool that ensures a constant reevaluation of what students are learning and thus an on-going process of faculty and staff rethinking and/or retooling of their pedagogies.</p>
<p>Continue working on general education assessment and tracking unit progress</p>	<p>See Chapter 5 for a comprehensive discussion of assessment of student learning outcomes relative to program goals; general education assessment and tracking unit progress.</p>
<p>Consider assessing learning communities with tools such as the National Survey of Student Engagement.</p>	<p>See Chapter 5 for a comprehensive discussion of assessment of student learning outcomes and of assessing Student Learning and Institutional Improvement with tools such as the National Survey of Student Engagement</p>