

Senate Admissions and Enrollment Council

Spring 2023 Report

Members

Carol Frierson-Campbell, co-chair (COAHHS)
Nicholas Gramiccioni (Residence Life)
Tony Joachim (Cheng Library)
Debbie Mohammed, co-chair (COSH)
Alexandros Panayides (CCOB)
Julie Rosenthal (COE)

Table of Contents

Table of Contents	2
Introduction.....	3
Council Charges and Summary of Activities:	3
a. Charges:	3
b. Summary of Activities	3
c. Findings	5
William Paterson University Fact Book 2022-23	7
Newly Admitted Student Questionnaire	9
National Survey of Student Engagement (NSSE): Engagement Indicators	11
Campus Climate Report.....	13
Report of the LGBTQIA+ Needs Assessment Workgroup	15
2020 HSI Working Group Report, Admissions and Enrollment	17
Appendices.....	19
Appendix A: Newly Admitted Student Questionnaire.....	20
Appendix B: Fact Book 2022-23, Courses, Student Success.....	23
Appendix C: National Survey of Student Engagement (NSSE), Engagement Indicators	26
References.....	30

Introduction

1. **Council:** Admissions & Enrollment Management
2. **Council Members:** Carol Frierson-Campbell, co-chair (COAHHS); Nicholas Gramiccioni (Residence Life); Tony Joachim (Cheng Library); Debbie Mohammed, co-chair (COSH); Alexandros Panayides (CCOB); Julie Rosenthal (COE)

Council Charges and Summary of Activities:

a. Charges:

- i. Review and recommend policy for (recruitment), admission and retention in undergraduate and graduate programs.
- ii. Liaise with administrators responsible for admission, retention, and enrollment management issues to review the effectiveness of current policies and practices on an ongoing basis.
- iii. Report to the Senate on the acceptance of transfer credits from community colleges, and propose recommendations for a policy on the maximum number of transfer credits to be allowed in accordance with the new State Transfer Agreement and the new minimum credit floor of 120 for graduation.
- iv. Recommend policy for a timely and accurate assessment of transfer credits for each transfer student.

b. Summary of Activities

For the 2023 Academic Year, given university concerns about enrollment and retention, the Senate Admissions and Enrollment Council focused on retention. We asked the following questions:

- What do students who persevere and successfully graduate have in common?
- How do those characteristics compare across majors, students, including WPOne?

- Going beyond academics and the 16-point *Will.Power Checklist* what role is played by cultural activities, clubs, sports, and other campus activities as well as the general campus climate?
- Finally, what university actions and interventions by administration, faculty, and staff are correlated with increased student GPA and retention?

Initially we hoped to pursue these questions with student focus groups and host a forum to disseminate findings. We soon noted, however, that there were several ongoing efforts to examine related questions. Thus, the purpose of our work evolved to examine and summarize many of the recent reports that were found and offer access to the full reports for further examination.

While we were not able to address all our questions, we believe we made a good start. It may continue to be worthwhile for future Senate Admissions and Enrollment Councils to explore additional reports that did not include, such as that of the Women's Task Force, the Asian/Pacific Islander Task Force, and the work of the group working on the Attrition Pillar of the 2022-2025 Strategic plan, and perhaps to suggest a process for bringing these efforts together into a more coherent whole. Summaries of the following may be found below this list (including links to full reports), with pertinent graphics in the Appendix:

- William Paterson University Fact Book 2022-23ⁱ
- New First Year Student Questionnaireⁱⁱ; New Transfer Student Questionnaireⁱⁱⁱ
- National Survey of Student Engagement (NSSE), Engagement Indicators^{iv}
- Campus Climate Survey^v
- Report of the LGBTQIA+ Needs Assessment Workgroup^{vi}
- 2020 HSI Working Group Report^{vii}

c. Findings

We intend this document as well as our accompanying PowerPoint to be a resource where interested members of the WP community can find links to these reports in one place. Having said that, however, we felt in searching for this information a bit like the legendary blind sages:

A group of blind sages heard that a strange animal, called an elephant, had been brought to the town. Out of curiosity, they said: "We must inspect and know it by touch, of which we are capable". So, they sought it out, and when they found it they groped about it. The first, whose hand landed on the trunk, said, "This being is like a thick snake". For another whose hand reached its ear, it seemed like a kind of fan. Yet another, whose hand was upon its leg, said, the elephant is a pillar like a tree-trunk. The blind man who placed his hand upon its side said the elephant, "is a wall". Another who felt its tail, described it as a rope. The last felt its tusk, stating the elephant is that which is hard, smooth and like a spear.

We have examined many documents that describe efforts across our campus to help students stay at William Paterson University and thrive as people, scholars, and citizens. Some, such as the University's Fact Book, tell \who our students are and how they've changed over time. Others, such as the First Year and Transfer Student Questionnaires, National Survey of Student Engagement, Campus Climate Survey, and reports of the HSI Working Group and LGBTQIA Needs Assessment workgroup (as well as the Woman's and AMENA Task Forces whose reports we were not able to include) report the perceived needs of our students and others on campus. Additional offices, such as the Center for Diversity and Inclusion and the Council for Equity and Justice; and efforts such as the Social Justice Leadership Badge, the Community

Dialogue Series, the President's Diversity Lecture and the Postdoctoral Fellowship Program, endeavor to provide a safe and productive space for students and others to thrive on our campus.

However, we were not able to find a mechanism for answering our questions. We recommend, therefore, that a mechanism be created by whatever combination of people and offices are appropriate, to bring together the following:

- Examine what makes students successful
- Create an actionable plan based on these data, and
- Communicate the plan to the faculty, staff, and administration who are charged with student success and retention across campus.

William Paterson University Fact Book 2022-23

William Paterson University's *Fact Book 2022-23*, published by the Office of Institutional Effectiveness, includes sections related to Admissions, Entering Students, Enrolled Students, Courses, Student Success, and Faculty and Staff. This report summarizes data on Enrollment (5-year enrollment trends), Courses, and Student Success.

In the area of enrollment^{viii} (see Tables 2 and 8 in the hyperlinked file), the data suggest the following over the five-year span from Fall 2018 through Fall 2022:

- Full-time undergraduate enrollment has declined at WP over five years (-29%) while part-time enrollment has been flat (0%). Full- and part-time graduate enrollment has increased at WP over five years (90% and 62%, respectively).
- Enrollment of first-time-in-college students has declined at WP over five years (-53%)
- Enrollment of new transfer students has declined at WP over five years (-12%)
- Enrollment of Undergraduate 2nd Degrees and Re-Admits at WP has increased (16%) over five years
- WP Online Graduate Enrollment increased (69%) over 3 years (data since Fall 2020) while traditional graduate enrollment declined over 5 years (-26%)

In the area of Courses, the Fact Book data suggests that there is an impact of grade distribution on enrollment, by course level and academic year. Year after year, students in 1000 level courses (First Year students) fail at a higher rate than in 3000 or above level. Grades in 2000 level courses are also clearly lower than in 3000 and 4000 level. The Fact Book shows a clear downward trend in enrollment in courses as course levels go up, with an average across the 5 years of 24,713 students in 1000 level; 23,329 in 2000 level; 17026 in 3000 level, and 8847 in 4000 level courses. This may indicate that students tend to attrit following an unsuccessful year,

providing evidence that students leave the university when their grades are poor. Interestingly, while enrollment in 1000, 2000, 3000 courses declined by approximately 20%, between AY 2017-18 and 2021-22, enrollment in 4000 level courses increased by approximately 12%. What remains to be seen is what makes students successful. What do successful students have in common, and how can the university build on those successes?

Newly Admitted Student Questionnaire

The Office of Institutional Effectiveness “administers the *Newly Admitted Student Questionnaire* to admitted first-year and transfer students” that asks them a series of questions regarding “their impressions of William Paterson, why they decided to come here, and what they expect to encounter when they enroll in the fall.^{ix}” The stated response rate for 2021 was 14.9% of new incoming undergraduates. Data from this survey suggest that ^xincoming student beliefs about the importance of attending campus events or participating in extra-curricular activities declined between 2017 and 2021 (declining from 50% in 2017 to 42% in 2021; see Figure A1). Findings were similar for incoming transfers from 2017 to 2021 (declining from 40% in 2017 to 38% in 2021; see Figure A2).

Approximately 40% of new freshmen reported that on campus housing was important for them (see Figure A3) with similar perceptions in 2018 and 2021. However, new transfer students indicated that housing was not important for them; this number increased to 60% of those who responded in 2021 (see Figure A4).

The cost of attending was the largest concern for new students (73%), while finances were cited by 29% of non-returning students as a reason for not returning, 2018-2022. This was highest in 2022 at 35% (Figure A5).

This data suggests that extracurricular activities and housing are perceived as unimportant by students who do not plan to reside on campus. Given the recent post-pandemic trends of decreasing freshmen enrollment, reported as (-)6.7% in New Jersey^{xi}, and increases in WP Online enrollment^{xii}, it may be useful for WPUNJ (William Paterson University of New Jersey) to create surveys similar to those that were previously used for incoming freshmen and transfer students, to learn what resources they expect to find useful, and to cross-check those

perspectives with data regarding student success at William Paterson. It may also be worth considering how to incentivize greater participation to assure that a full representation of the incoming student body is available for consideration.

National Survey of Student Engagement (NSSE): Engagement

Indicators

The *National Survey of Student Engagement (NSSE)* is a national survey instrument collecting information on first year and senior students at hundreds of four-year colleges and universities. It is run by the Center for Postsecondary Research at Indiana University. The survey collects information on student participation in activities and programs that promote both learning and personal development. The data compiled from the survey provides a picture of how these groups of undergraduates spend their time and what they gain in their higher education experience. The NSSE analysis compares William Paterson University to peer institutions.

William Paterson University's NSSE 2020 survey was conducted in March 2020, just prior to the University's shutdown due to the COVID-19 pandemic. First year students participated at a rate of 40% while 21% of seniors engaged in the survey. Our average response rate for 2020 was 30.5% compared to 31% for the previous 2018 NSSE. The statistical analysis compared our data to that of Public Masters-Large universities, regional peer institutions and 4-year residential institutions. The 47-question survey generated one of the following themes: Campus Environment.

The study showed that WPU scored significantly lower for both first-year students and seniors, for both indicators: quality interactions and supportive environment, compared to our comparison groups. Particularly, first, for both student groups, WPU scored lower than our comparison groups in all categories of quality of interactions (students, academic advisors, faculty, student services staff, other administrative staff, and office).

Second, for both student groups, WPU scored lower than our comparison groups in all categories of supportive environment (Providing support to help students succeed academically, using learning support services, encouraging contact among students from diff. backgrounds, providing opportunities to be involved socially, providing support for your overall well-being, helping you manage your non-academic responsibilities, attending campus activities and events, attending events that address important social, economic, or political issues) with the exception of encouraging contact among students from diff. backgrounds and helping you manage your non-academic responsibilities for the first-year students and using learning support services for the seniors.

Campus Climate Report^{xiii}

The *2021 Campus Climate Report* is the result of a collaboration between William Paterson administrators worked with the Higher Education Data Sharing Consortium (HEDS) that involved administering the *HEDS Diversity and Equity Campus Climate Survey* to full-time faculty, staff and students in December 2019 and January 2020. The report focuses on three areas of campus climate “and how they varied by race and gender:

- 1) the overall campus climate,
- 2) sense of belonging, and
- 3) support for the recruitment and retention of students, faculty and staff who are members of historically marginalized groups”.

Findings are summarized below.

Cultural viewpoints are a recognizable factor and should be included in the development of all future initiatives. Minimally, it needs to be a point of conversation for those responsible for developing and implementing XX. Ideally, we should include individuals who can speak directly about our community’s viewpoints from the appropriate position(s). e.g., if we are concerned about the apprehension of minority students to engage with individuals viewed in positions of power, these voices should be a part of the development.

Belonging is an individual orientation and should be focused in clear and concrete ways. Similarly, how we have identified success checklists for other areas of the campus, there is “low hanging fruit” in the development of such a tool. Additionally, this conversation about belonging and community-connection has a tangible linkage towards the upcoming Professional Advisement model which is anchored in the cocoon of care. A similar model and structure of care should be explored for faculty and staff to “watch the watchers.”

Belonging, just like enrollment and retention, are community issues that everyone needs to be thinking about and participate in developing. To achieve this, there needs to be a primary representative whose function has a strong connection to these ideals. This is a Chief Diversity Officer's function and there is a void that currently exists here. Expanding beyond this, opportunities for faculty, staff, and students through peer mentoring models, should be provided which help develop the soft skills needed to foster belonging and provide effective referrals and connections within the community.

Report of the LGBTQIA+ Needs Assessment Workgroup

Extracurricular Activities and the LGBTQIA+ Community

During FY2020, President Helldobler established the LGBTQIA+ Needs Assessment Workgroup to explore the status of the LGBTQIA+ community at the university (concerns, successes, overall experience, etc.). The report identified current (at the time) efforts to establish support structures and systems on campus:

- Preferred Name Policy,
- Dedicated Staffing Structures (Women's Center, Counseling, Health & Wellness Center),
- The Higher Education Data Sharing (HEDS) Diversity and Equity Campus Climate Survey,
- Safe Zone/Ally training,
- All-Gender Restrooms and Transgender-Friendly Locker Rooms,
- Gender Inclusive Housing

The Workgroup conducted focus groups and an online survey to gather feedback from students and to inform recommendations to the administration. Recommendations were made in the following areas:

- **Inclusive Policies** (expansion and visibility of the Preferred Name Policy)
- **Institutional Commitment** (training, commitment to continued efforts, dedicated staffing, etc.)
- **Student & Campus Life** (community events, website and custom content, Safe Zone/Ally training, gender neutral housing policy and education, commitment to gender neutral restrooms in all buildings and sports recreation facilities).

- **Academic Life** (re-establishment of the Women's & Gender Studies department, expanded course offerings on LGBTQIA+ issues, inclusion of LGBTQIA+ issues in curricula, and creation of an LGBTQIA+ minor)

The committee recommended the regular administration of student surveys to monitor progress toward priority areas noted by the administration. The report on the HEDS Diversity and Equity Campus Climate Survey does not make explicit reference to the LGBTQIA+ community, except to refer to the recommendations from the 2019-2020 LGBTQIA+ Needs Assessment Report.

2020 HSI Working Group Report, Admissions and Enrollment

The 2020 Hispanic Serving Institution Working Group Report was charged by President Helldobler in August 2019 “to assess the needs and obstacles faced by Hispanic or Latinx students at WP and provide recommendations that might help us move from a Hispanic enrolling institution to an Hispanic Serving Institution and effectively promote the success of Latinx students” (p. 1). The final report was submitted in May 2020. The 9-member Working Group included faculty, staff, and students of Hispanic descent. Their research methodologies included quantitative data from WP institutional offices as well qualitative data gathered via an open forum and a series of focus groups.

Findings included the following:

As of Fall 2019, approximately 1/3 of WP students identified as Hispanic or Latino/a/x. Many of these students come to WP with less academic capital than non-Hispanic students and are first generation college students. Hispanic students are retained and graduate at a lower rate than non-Hispanic students, yet Hispanic students and their families have difficulty finding Spanish speaking support for admissions and financial aid prior to enrollment and for academic support post-enrollment. Hispanic faculty are under-represented by HSI standards.

Recommendations from the HSI Task Force include the following:

1. Efforts to assist Latina/o students to having meaningful interactions with faculty, staff, and peers on campus.
2. Greater and more flexible access to bilingual personnel and resources including evenings and weekends; Spanish language information on websites and other publications; targeted information regarding financial aid and pre-college financial planning.
3. Recognition and promotion of WP’s HSI designation.

4. Addressing perceived inequities including training for Campus Police regarding interactions with Latinx students, living conditions in residence halls; affordability and quality of life for students of color.
5. Promotion of intercultural unity, particularly among communities of color on campus.

Appendices

Appendix A: Newly Admitted Student Questionnaire

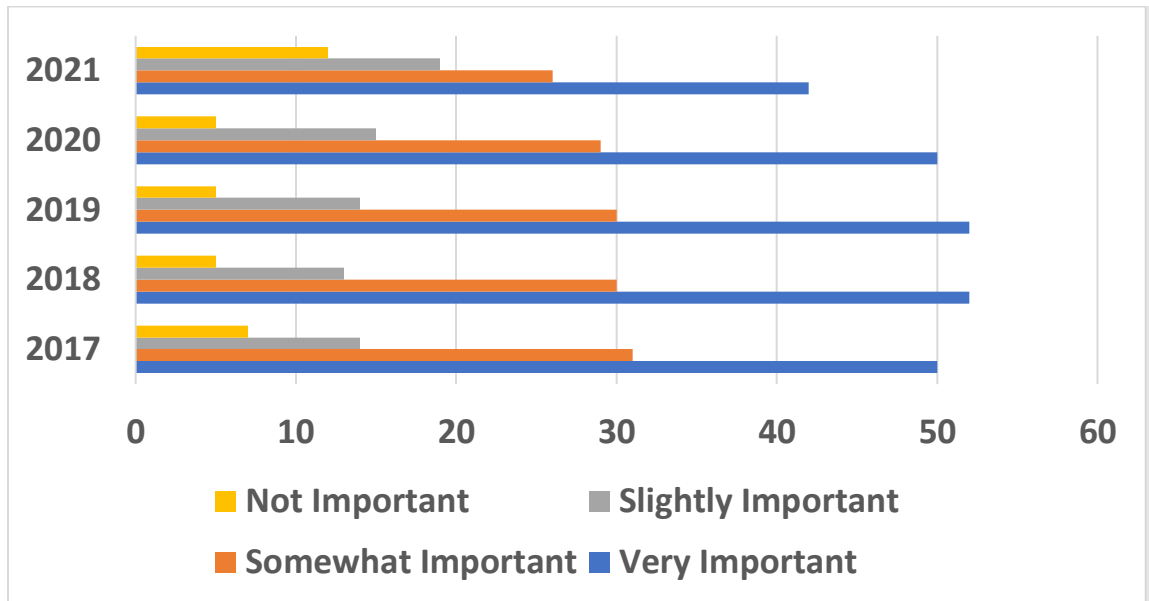


Figure A1: Importance of attending campus events/extracurricular activities, New Freshmen, by Year
 Available: [IE Reports \(Internal Access\) | William Paterson University \(wpunj.edu\)](#)

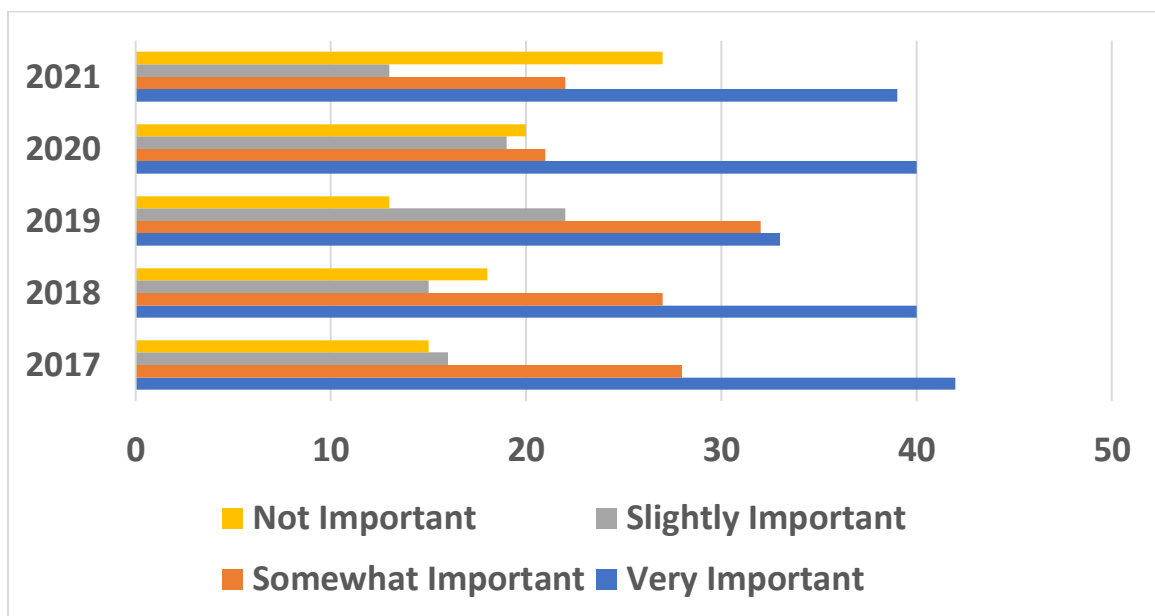


Figure A2: Importance of attending campus events/extracurricular activities, New Transfers, by Year
 Available: [IE Reports \(Internal Access\) | William Paterson University \(wpunj.edu\)](#)

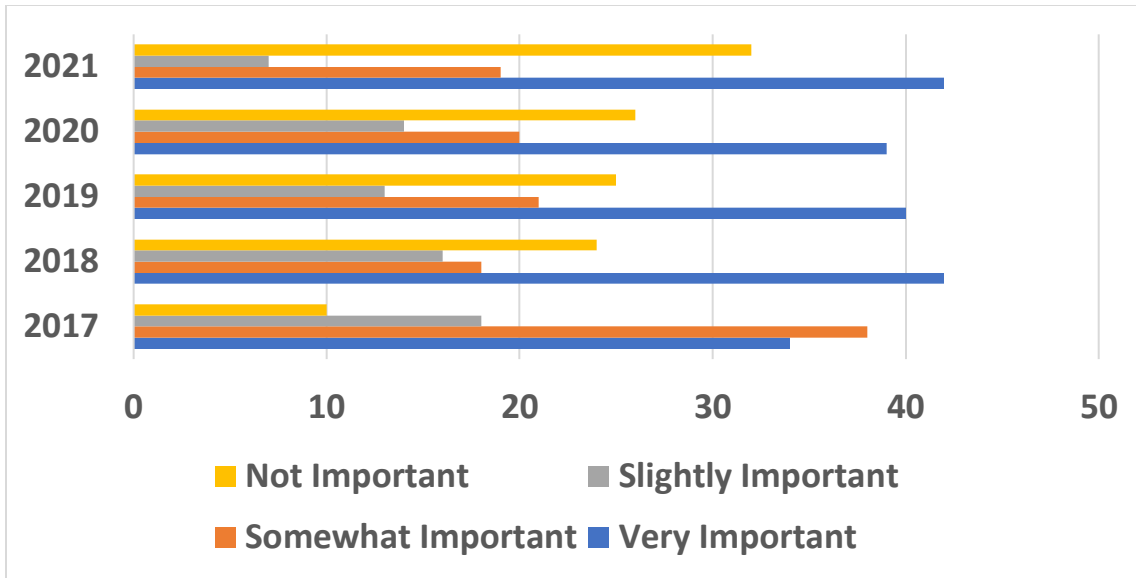


Figure A3: Importance of Housing, Freshmen, by Year

Available: [IE Reports \(Internal Access\)](#) | [William Paterson University \(wpunj.edu\)](http://William Paterson University (wpunj.edu))

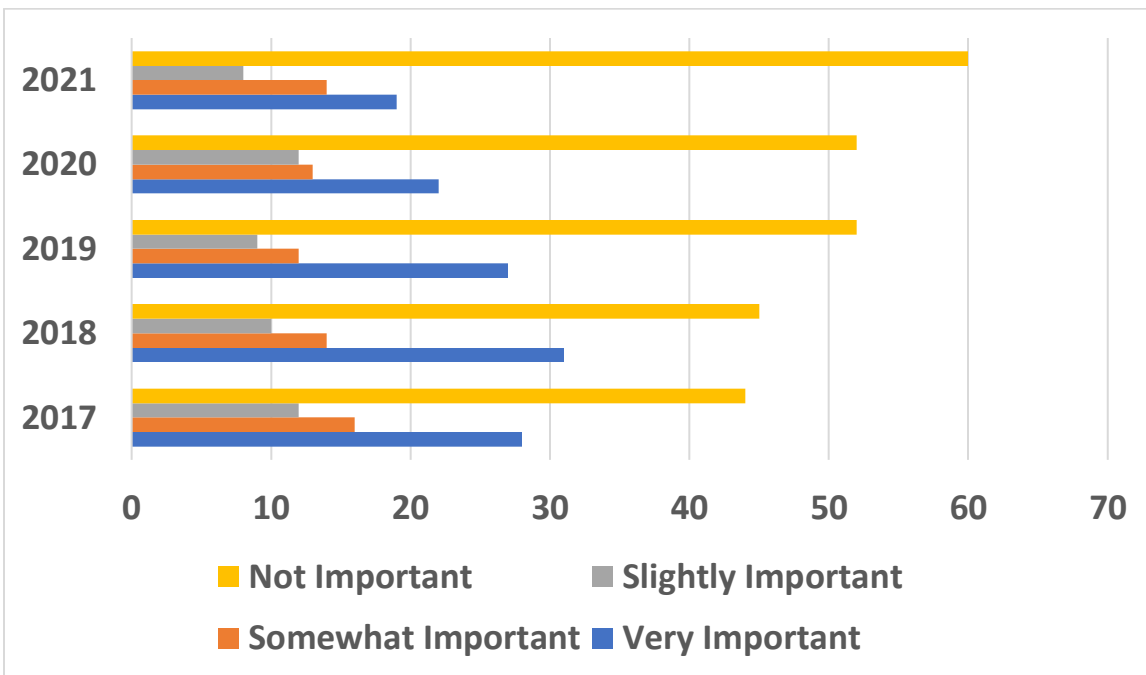


Figure A4: Importance of Housing, Transfers, by Year

Available: [IE Reports \(Internal Access\)](#) | [William Paterson University \(wpunj.edu\)](http://William Paterson University (wpunj.edu))

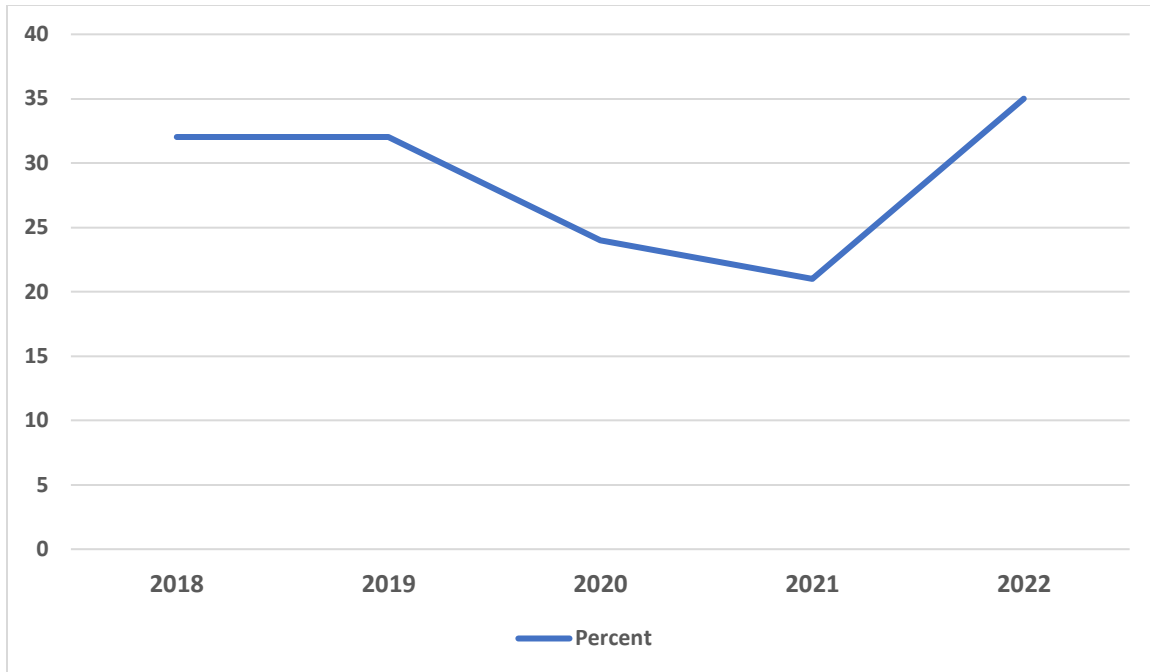
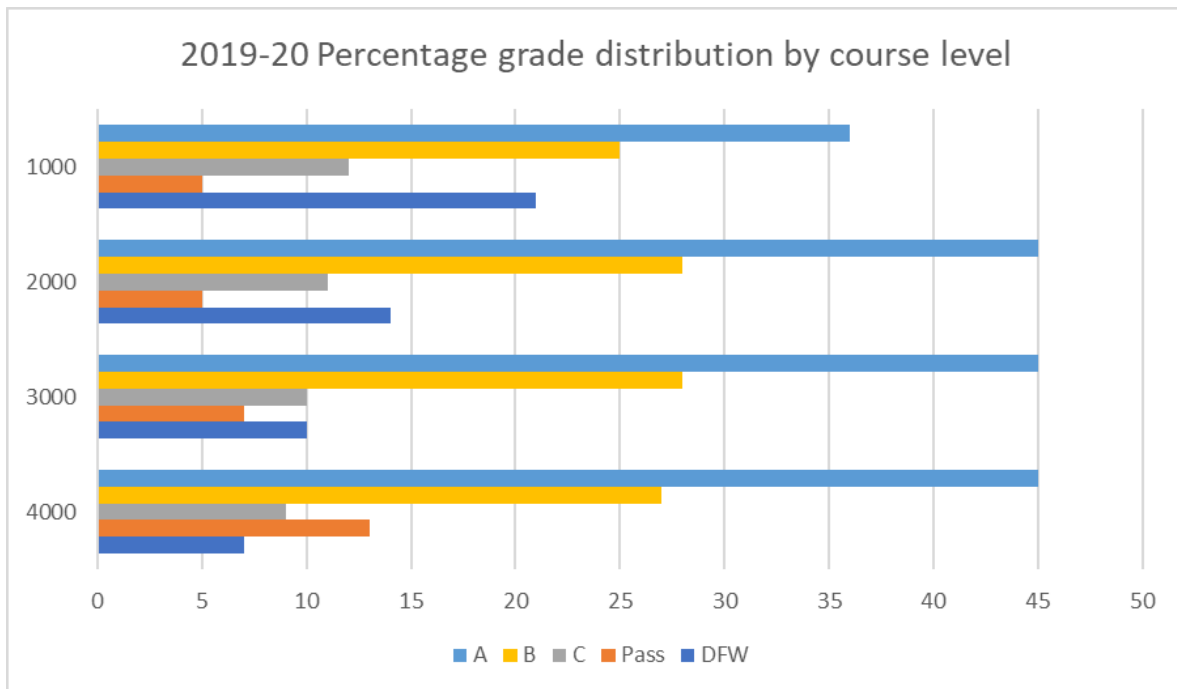
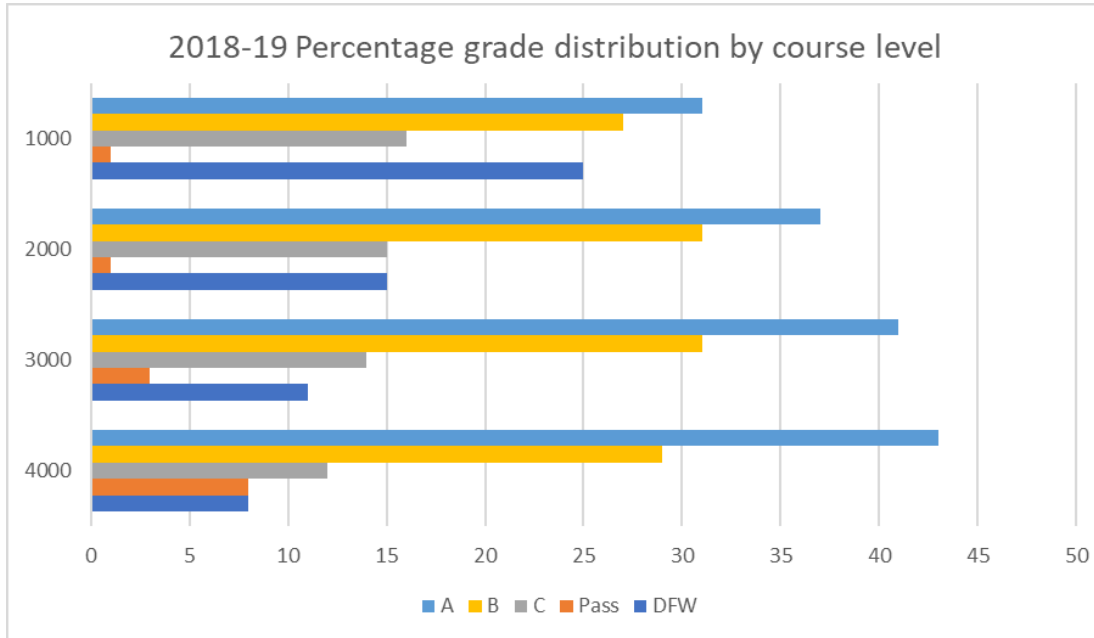


Figure A5: Finance: Number 1 reason for not returning to William Paterson University, 2018-2022
Available: [IE Reports \(Internal Access\) | William Paterson University \(wpunj.edu\)](#)

Appendix B: [Fact Book 2022-23](#), Courses, Student Success

Figures B1-B5

Grade distribution by course level and academic year



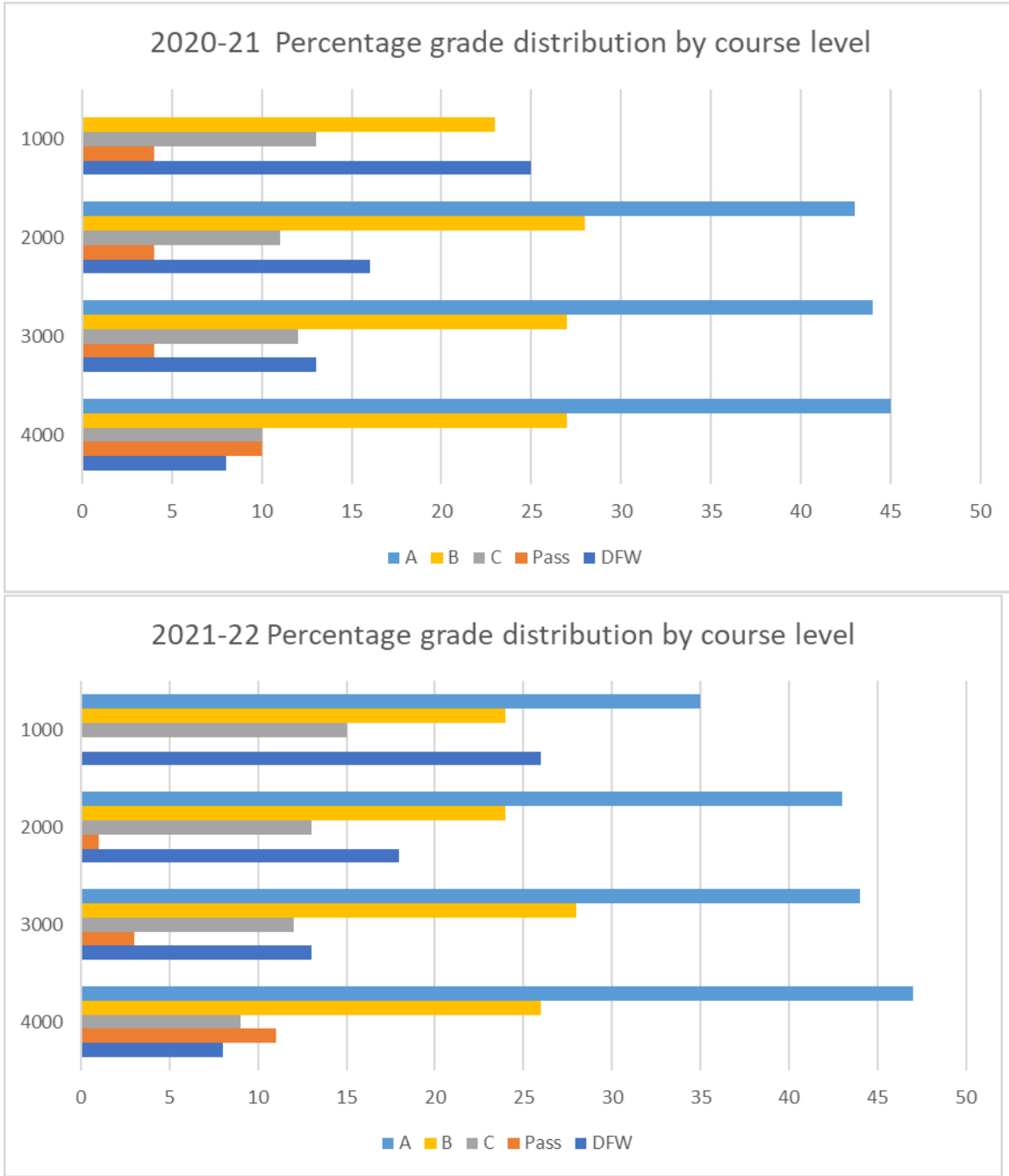
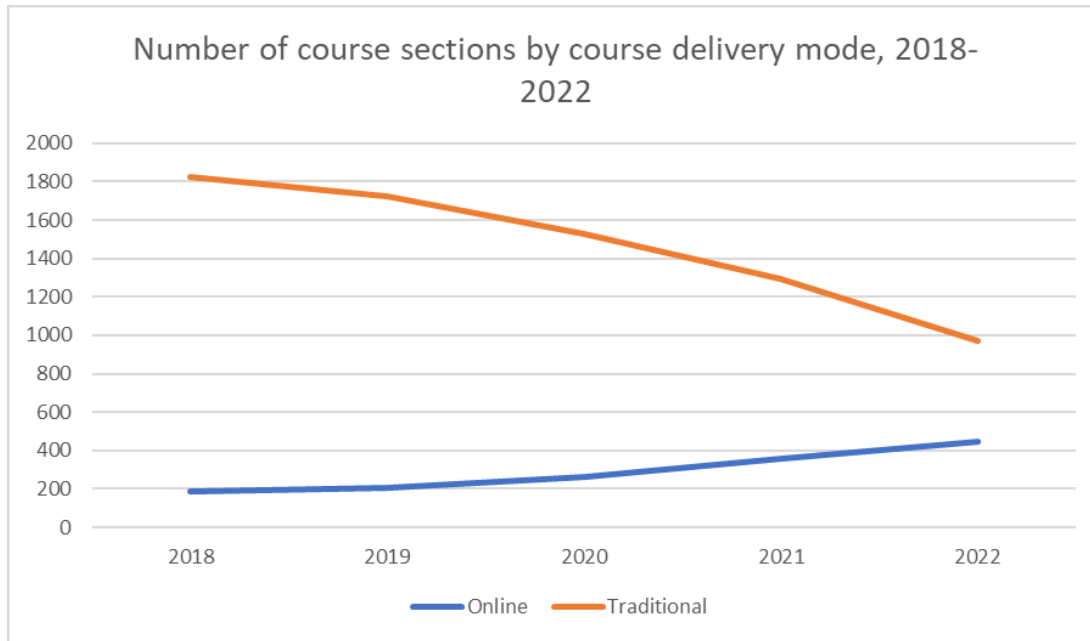


Figure B6 Number of course sections by course delivery mode, 2018-2022



Correlation between Grades in 1000 and 2000 level and attrition

Appendix C: National Survey of Student Engagement (NSSE), Engagement Indicators

Figure C1: Campus Environment, First Year Students

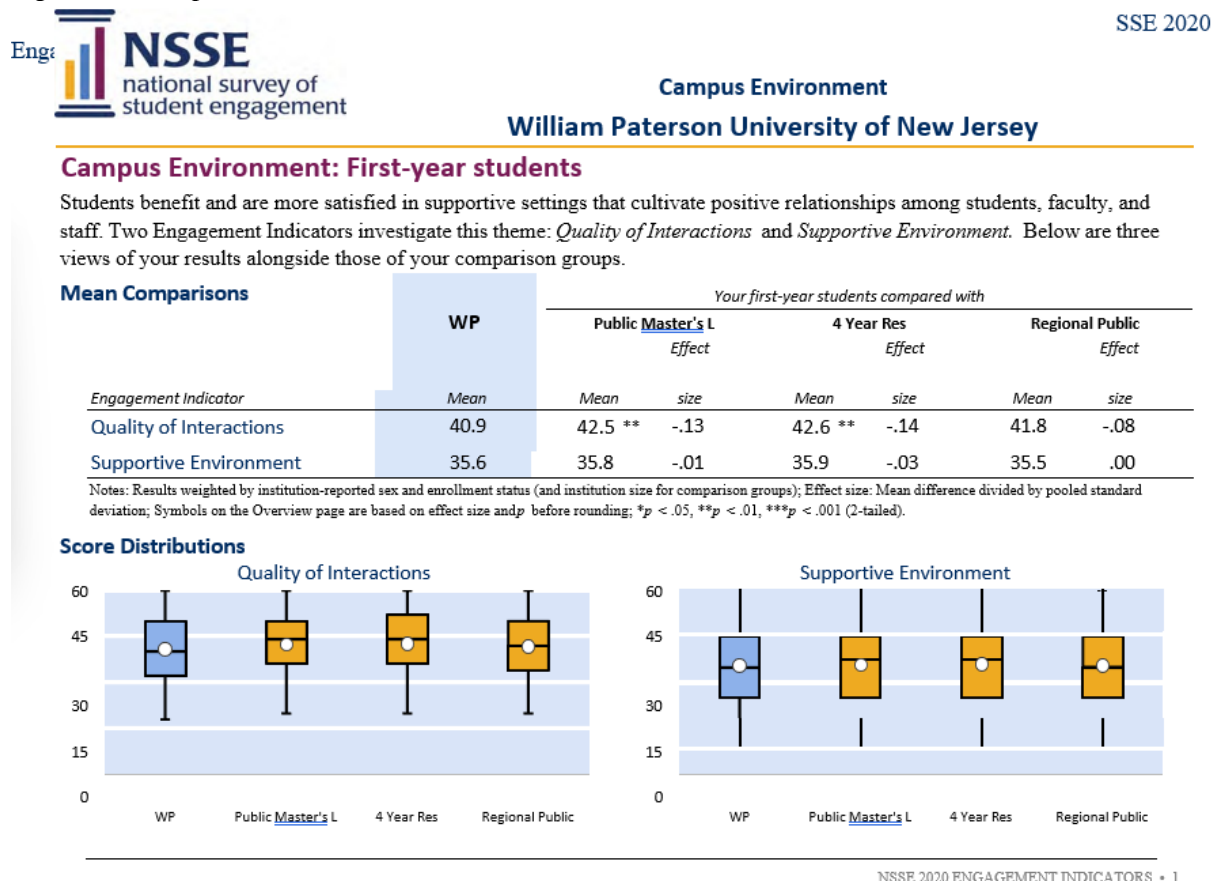


Figure C2: Performance on Indicator Items for 1st year students**Performance on Indicator Items**

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Quality of Interactions	WP	Percentage point difference ^a between your FY students and		
		Public Master's L	4 Year Res	Regional Public
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	45	-6	-5	-3
13b. Academic advisors	47	-4	-5	-1
13c. Faculty	42	-8	-10	-7
13d. Student services staff (career services, student activities, housing, etc.)	41	-6	-6	-5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	41	-5	-4	-2
Supportive Environment				
<i>Percentage <u>responding</u> "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	66	-6	-6	-4
14c. Using learning support services (tutoring services, writing center, etc.)	72	-4	-3	-2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	64	+4	+4	+3
14e. Providing opportunities to be involved socially	67	-3	-3	-3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	68	-0	-1	+1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	53	+10	+9	+11
14h. Attending campus activities and events (performing arts, athletic events, etc.)	58	-5	-6	-5
14i. Attending events that address important social, economic, or political issues	50	+1	-0	-1

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

Figure C3: Campus Environment, Seniors



NSSE 2020 Engagement Indicators

Campus Environment

William Paterson University of New Jersey

Campus Environment: Seniors

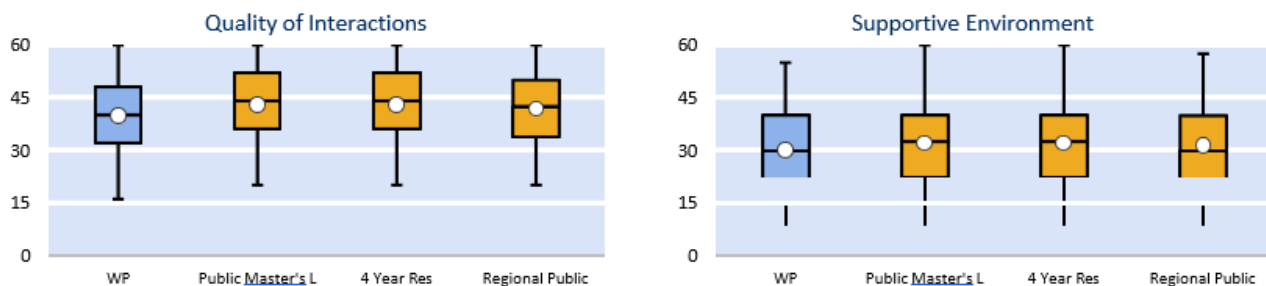
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	WP Mean	Your seniors compared with					
		Public Master's L		4 Year Res		Regional Public	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	39.9	43.2 **	-.27	43.1 **	-.26	41.8	-.16
Supportive Environment	30.1	32.1	-.14	32.3	-.15	31.5	-.10

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; * $p < .05$, ** $p < .01$, *** $p < .001$ (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Figure C2: Performance on Indicator Items for Seniors

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

	WP	Percentage point difference ^a between your seniors and		
		Public Master's L	4 Year Res	Regional Public
Quality of Interactions				
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	52	-6	-5	-3
13b. Academic advisors	41	-11	-14	-10
13c. Faculty	55	-4	-4	+1
13d. Student services staff (career services, student activities, housing, etc.)	36	-10	-8	-4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	36	-11	-10	-5
Supportive Environment				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed <u>academically</u>	64	-5	-5	-1
14c. Using learning support services (tutoring services, writing center, etc.)	70	+4	+6	+9
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., <u>relig.</u> , etc.)	53	-1	-0	+1
14e. Providing opportunities to be involved <u>socially</u>	54	-10	-12	-12
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	50	-10	-10	-6
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	25	-8	-6	-3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	40	-10	-13	-12
14i. Attending events that address important social, economic, or political issues	34	-7	-9	-10

References

- ⁱ <https://www.wpunj.edu/institutional-effectiveness/FACTBOOKS/factbooks.html>
- ⁱⁱ <https://www.wpunj.edu/institutional-effectiveness/First-Year-Students/index.html?r=0.2454813760394442>
- ⁱⁱⁱ <https://www.wpunj.edu/institutional-effectiveness/transfer-students/Index.html>
- ^{iv} [https://www.wpunj.edu/institutional-effectiveness/nsse-fsse-reports/2020/NSSE20%20Engagement%20Indicators%20\(WP\).pdf](https://www.wpunj.edu/institutional-effectiveness/nsse-fsse-reports/2020/NSSE20%20Engagement%20Indicators%20(WP).pdf)
- ^v <https://www.wpunj.edu/Institutional-Equity-and-Diversity/University-Equity-and-Diversity-Initiatives/campus-climate-report>
- ^{vi} <https://www.wpunj.edu/Institutional-Equity-and-Diversity/University-Equity-and-Diversity-Initiatives/council-for-equity-and-justice/>
- ^{vii} <https://www.wpunj.edu/Institutional-Equity-and-Diversity/assets/HSI%20Final%20Report%20May%203%202020>
- ^{viii} https://www.wpunj.edu/institutional-effectiveness/FACTBOOKS/FB22/FB_Enrollment_2022_221123.pdf
- ^{ix} <https://www.wpunj.edu/institutional-effectiveness/transfer-students/Index.html>
- ^x [IE Reports \(Internal Access\) | William Paterson University \(wpunj.edu\)](#)
- ^{xi} National Student ClearingHouse Research Center. Current Term Enrollment Estimates, Fall 2022. Available <https://nscresearchcenter.org/current-term-enrollment-estimates/>
- ^{xii} National Center for Education Statistics. Table 311.15. Number and percentage of students enrolled in degree-granting postsecondary institutions, by distance education participation, location of student, level of enrollment, and control and level of institution: Fall 2019 and fall 2020. November 2021. Available: https://nces.ed.gov/programs/digest/d21/tables/dt21_311.15.asp
- ^{xiii} <https://www.wpunj.edu/Institutional-Equity-and-Diversity/University-Equity-and-Diversity-Initiatives/campus-climate-report>