

**Rutgers University Senate
Student Affairs Committee**

**Response to Charge S-0909A on University College
March 2012**

Response to the following charge put to the Student Affairs Committee: University College:

Investigate and make recommendations for improvement upon the current scope of University College on each of the regional campuses. Include in your investigation admissions criteria, marketing techniques separate from the general university, availability for support and student services, as well as general campus life information for these “non-traditional” students. In addition, explore ways that University College can be expanded to improve the university as a whole. Recognizing the lack of a designated “University College” on the New Brunswick-Piscataway Campus, explore the support structure which is in place in the University College Community. Respond to Senate Executive Committee by March 2012.

Background: Under the guidelines established under the Transformation of Undergraduate Education on the New Brunswick/Piscataway Campus, the former colleges located in NB/P (e.g. Rutgers College, Livingston College, etc.) we reorganized into one School of Arts and Sciences. Prior to this reorganization, University College existed primarily to serve the needs of non-traditional students. Under this structure, students enrolled under UC standards were (among other things) subject to different admission and enrollment standards, given greater flexibility in scheduling, and course sections were reserved for non-traditional students. Furthermore, the staff associated with UC was experienced in the needs of n/t students and able to better aid them in seeking accommodations to facilitate degree completion. After the reorganization, University College along with many of the associated support structures were dissolved.

Recommendations:

- 1) The university offers various programs (some on campus and some off-site) that allow for a realistic time frame for degree completion for NT students, however there is no centralized location for students to access information and be advised on these options. The following programs are a list a some of the available options:

School of Management and Labor Relations-BS Labor and Mgmt Relations-New Brunswick

Bloustein School-BS Public Health-New Brunswick

School of Arts & Sciences-BA Criminal Justice-New Brunswick

School of Business-BHM Hospitality Mgmt-Camden

-BA Business Administration

University College	-Camden-BA-Criminal Justice -Liberal Studies -Political Science -Psychology -RN to BSN Nursing -BSW Social Work -Newark-BA-Psychology -BA-Social Work
College of Nursing	-Newark-Bachelor of Nursing Science

a. Short-term goals:

- i. Rutgers should create a central repository for current information about all degree pathways amenable to the needs and requirements of NT students at the Newark, New Brunswick, Camden, and off site locations.
- ii. Rutgers should create two university-wide committees to make recommendations for standardizing the way NT students are admitted and advised across units (see 2 and 3 below).

b. Long-term goal: We recommend the creation of a new unit to oversee the admission process and the integration of the aforementioned programs. Integrating these programs by taking advantage of the overlap of course offerings at the different campus locations (i.e. Newark, New Brunswick, Camden, and off site locations) will dramatically increase the flexibility and decrease the time to degree completion by allowing students to enroll in a program while taking classes towards completion of that program at a variety of locations. Once integrated, this unit can also advocate for, and oversee, the creation of additional programs.

This unit should incorporate the existing UC structures in place on each of the campuses.

In addition, allowances should be made to incorporate all means of participation by NT students (e.g. The Osher Lifelong Learning Institute.)

- 2) Creation of an oversight body comprised of faculty representatives from each of the campuses and programs participating in the integration of course offerings for non-traditional students. An example of this structure exists in the New Brunswick/Piscataway campus known as the Academic Oversight Committee for NT students. This committee would serve two primary roles.

First, the committee will audit the enrollment of students in these diverse programs to insure that students designated as non-traditional are the primary benefactors of these course offerings. This will insure the integrity of the Rutgers degree by not allowing for the program to become a “back door” admissions program for traditional, full time students who are unable to meet standard admissions criteria.

Second, this committee will provide defense against any potential devaluation of the Rutgers degree by providing direct oversight of the integration of current offerings.

- 3) Rutgers should immediately create a committee comprised of academic advisors from each of the campuses and units participating in NT admissions. This body would serve to:
 - a. Evaluate the requirements and processes for admission for NT students across units, including the criteria for “instant admissions” and exceptions.
 - b. Make recommendations to the faculty oversight body (see 2 above) for a unified admissions process that can serve all university units accepting NT students. These recommendations should include a discussion of how to handle exemptions for NT applicants who do not meet current admissions standards. The goal of these recommendations to the faculty oversight committee should be to clarify and ease the admissions pathway for NT students.

- 4) Expansion of the “instant admissions” program. In addition to making this option more widely available, expansion should also include the creation of an exemption process for those non-traditional applicants who completed their secondary education at a time at which the requirements are no longer in alignment with current admission standards. This could also entail the creation of a new admissions pathway for non-traditional students.

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