Instructor: Alicia Schatteman
Office Hours: By Appointment
alicias@rutgers.edu
973-353-5283
Office: Hill Hall Rm 630

Course Website on Blackboard: First, in order to have access to Blackboard and all of the course materials, you must be officially registered with Rutgers for this course. Once you have registered, it takes between 24 and 48 hours for you to have access to Blackboard. https://blackboard.newark.rutgers.edu Second, you also need to sign in with your Rutgers Net ID.   All assignments will be administered through Blackboard and submissions will be posted through Blackboard. Grades will also be available through Blackboard for each assignment. All readings such as articles that are outside of the two required textbooks are available through Blackboard and are organized by week.

Overview of the Course
Citizen surveys have long been used by government officials to collect citizen feedback. Recently, citizen satisfaction surveys have become increasingly more common as many jurisdictions attempt to gauge citizen expectations and satisfaction with government services. This methodology is an important tool for identifying citizen preferences, detecting citizen satisfaction, measuring government performance, and involving citizens in the administrative process. Many people agree that citizen surveys can serve as a productive mechanism to incorporate citizen participation into local government process.

Nevertheless, implementation of citizen surveys is associated with a number of challenges. Lack of statistical and research knowledge lead some managers to doubt the validity and effectiveness of surveys. Some may be fearful that survey results can be manipulated by social scientists or others in favor of certain interests. Others may be leery of conducting surveys themselves because the survey research process is challenging and time consuming. These reservations and doubts are legitimate in the sense that if citizen surveys are not well designed and implemented, they probably will not provide useful information.

This course explores the importance of citizen surveys and the mechanics survey research design and implementation. Students are presented with a number of strategies for more effective data management and presentation.

Course Objectives
This course aims to:

1. Increase knowledge about citizen surveys in the context of government performance measurement and citizen involvement.
2. Help students learn how to design an effective survey instrument and how to develop a good research plan.
3. Build awareness of strategies to reach citizens and to increase response rate.

4. Provide students with the tools to communicate results to the public and how to use results to improve services.

Learning Outcomes
Students must be able to:

1. Acknowledge the importance of citizen surveys in measuring government performance and involving citizens in the process.
2. Understand the systemic factors that influence the effectiveness and validity of citizen surveys.
3. Interpret survey data in a meaningful way.
4. Employ effective techniques for communicating of survey results to the public

Elements of Grade	Weight	
Weekly Discussion Participation (Due during Weeks 1,3,5,7,9,11&13) *alternate to assignments*, must post by mid-week	20%	
Final Project: due by noon on Monday, December 15	30%	
Assignments (Due at the end of Weeks 2,4,6,8&10) Assignment 1: due Sunday, September 14 Assignment 2: due Sunday, September 28 Assignment 3: due Sunday, October 12 Assignment 4: due Sunday, October 26 Assignment 5: due Sunday, November 9	Total: 50%	10% 10% 10% 10% 10%
Total	100%	

Class assignments should be informed by the required readings that are available as links to web sites or PDF documents. Optional readings may be available and recommended for further inquiry but are not required.

Weekly Discussion Participation: Discussion questions serve as virtual option to class participation. A question will be made available for weeks 1, 3, 5, 7, 9, 11, and 13, unless otherwise specified by course faculty. Students will receive an e-mail from the instructor, alerting them of the availability of the question. These questions are related to key issues or themes of the required readings for the week. Students should respond to the question and to each other on more than one time for each question. Instructions for submitting assignments and contributing to the discussion are addressed in the Student Orientation Tutorial. Students will receive grades and feedback by the end of the course.

Assignments: Students will be expected to prepare and electronically submit course assignments at the end of weeks 2, 4, 6, 8, & 12. Each bi-weekly cluster of course materials and topics have a folder that contains the assignment description. In some cases, the assignment is a reaction paper. Students are encouraged to react to the readings, discussing their views and assessment of key reading themes.

Other assignments may include web searching, where students are required to find and critique a jurisdiction's efforts to report citizen survey results. Faculty will send e-mail reminders of assignment due dates, as well as feedback and grades for each assignment. **All assignments must be submitted through Blackboard under "Assignments".**

Final Project Description:

The final project will require students to design a citizen survey research plan. This includes a description sampling strategies, key goals of the survey, survey methodology, and a questionnaire or interview protocol. Faculty is available through e-mail or arranged office meetings upon the request of students. **Your final project must be submitted through Blackboard under "Assignments".**

Read the following two scenarios and pick one for the focus of your final project. Project requirements are shown below

SCENARIO 1: Ocean Town, New Jersey

You are township manager for Ocean Town, a small community of 12,000 full time residents located on the New Jersey shore. A sleepy little town in the fall and winter, Ocean Town is bustling enclave of beach seekers and sun worshipers during the summer months, as it accommodates droves of people who flock to this shore community to bask on the sun drenched beaches, indulge in the usual boardwalk faire, and patron restaurants like the Pirates Cove and the Lobster Claw in the summer evenings. Many of the residents seem to welcome the summer crowds, while elected officials welcome the increased revenues the tourists bring.

Yet, the number of tourists who visit Ocean Town has steadily declined in that last few years. It seems people are visiting neighboring shore communities that have managed to improve boardwalk offerings with new stores, more eateries, and high tech amusement park rides. More hotels have been built or renovated in a number of communities, and new condominiums are attracting buyers interested in purchasing a second vacation home.

In Ocean Town, however, the conditions are just the opposite. There are three midsized hotels that have served tourists since the 1960s and 70s, and that are showing the signs of age. The boardwalk is modest, with a few resident owned shops and snack bars. The condition of the boardwalk is rapidly declining, as the wood is splintering from the unforgiving winter wind, salty ocean spray, and blistering summer sun. You have identified a number of government grant programs and subsidies that can improve the appearance of town as well as support new small businesses. The Starbucks, CVS, and Applebee's Restaurant chains have approached elected officials, expressing interest in developing one of the old hotel sites. A few citizens have called for a senior assisted living facility, since a large portion of the population are 65 and over, and would benefit greatly from this service. Developers have approached elected officials, suggesting that the town should invoke eminent domain to seize some of the old beach front bungalows and build high-end condominiums. This option is tempting for some of the elected officials as it would generate revenues through taxes.

Your first objective is to survey the citizens that live in this community. There are a number of changes on the horizon, and who better to consult than Ocean Town's citizens as you make decisions that will impact their lives. You've checked the budget and found some funds to support a survey. Now the next step is figuring out how to undertake the research.

SCENARIO 2: Growing Pains

You are the city manager of New Hampton, a Midwestern city with approximately 85,000 residents. A bedroom community to a major metropolitan city, the population of New Hampton has been rapidly growing as many professionals and families have moved to this suburban area. As the population increases and new housing develops, much of the cities revenues come from property taxes. Worried about the political fallout for increased taxes, elected officials have expressed concern that the increase in population with place added burden on government services, facilities, and public schools. You've learned of some growing cities that worked to bring a casino to the outer limits of a city. They've managed to double their budget and keep taxes to a minimum. Other cities have municipal golf courses as sources of revenues. Still others have built sports arenas.

You realize, though, that moving on any one of these options requires some input by citizens. As it stands, you know very little about citizen expectations and desires of government services, as many are new to the area. Furthermore, there is no formal citizen survey process in the city. Now is the time to start asking some questions to citizens.

Instructions: Choose one of the scenarios presented above and address the following objectives.

Final Project Components:
- Select one of the scenarios and identify which you have selected at the top of page 1 of the project.
- Select a research design (e.g. type of survey, sampling method) and discuss the rationale for the selection.
- Describe the advantages and disadvantages of the design.
- Describe the objectives of the survey.
- Present some of the questions that citizens would be asked.
- Describe how the results would be used and reported.
- Highlight some of the challenges you anticipate.
- Students are expected to reference materials used in class.
- The project should be a maximum of 10-12 pages plus references cited (APA style).

Late Assignment Policy: Late assignments will be accepted up to four school days after the due date. Ten percent will be deducted from the assignment each day it is late. Assignments not submitted within four days will receive a zero.

NOTE: A grade of zero will be given to anyone committing plagiarism in a paper or a project. Plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. Please be advised that online materials are also copyrighted. If you have any questions regarding plagiarism, please consult the instructors.

Introduction, Week 1 & 2: Welcome to Citizen Surveys

Readings
Week 1
- T. Miller & M. Miller (2001). The Voice of the Public: Why Citizen Surveys Work. *Public Management*. May, 6-9.
- J. Melkers and J. C Thomas. What Do Administrators Think Citizens Think? Administrators Predictions as an Adjunct to Citizen Surveys, Public Administration Review, 58 (4), 1998, p. 327-334.

Week 2
- Marson, D. B. & Dinsdale, G. (1999). Citizen/Client Surveys: Dispelling Myths and Redrawing Maps Canadian Centre for Management Development.
- Kelly, J. and D. Swindell. (2002). "A Multiple Indicator Approach to Municipal Service Evaluation: Correlating Performance Measurement and Citizen Satisfaction across Jurisdictions." Public Administration Review, 62 (5), p. 610-621
- U. Deichmann, and S. V. Lall. (2003) Are You Satisfied? Citizen Feedback and Delivery of Urban Services. A World Bank Policy Research Paper 3070, June 2003. http://econ.worldbank.org/files/27218_wps3070.pdf
- Critical Issues in Undertaking Community Surveys. This briefing by the Center for Land Use Education, University of Wisconsin, Stevens Point, identifies some critical issues that a plan commission or other group must consider.

Assignments for this unit
1. For starters, introduce yourself to the class. Tell us how long have you been in the program. Why are you interested in citizen surveys? (**do this by September 5**)

2. Then, after reading the materials for week 1, respond to the weekly discussion regarding citizen surveys and governance (What is the role of citizen surveys in governance?). Your first submission should be made by the end of week 1 (**September 7).**

Reaction Paper: Due at the end of week 2 **(September 14).** Consider the readings for weeks 1 and 2 and address the following questions: How does government differ from the private sector? How do you think public sector characteristics impact the implementation of citizen surveys in local government? (3 pages maximum, double-spaced, size 12 font)

Week 3 & 4: The Nuts and Bolts of Citizen Surveys & Questionnaire

The theme for the next two weeks is the mechanics or how-to of citizen surveys. We will look at the various considerations of the survey research process and questionnaire development. While reading the materials, think about the challenges of implementation for managers in the context of a public organization with limited resources and multiple expectations of performance.

Week 4 Highlights: This week, we will be looking more closely at the questionnaire design and other elements. While some of the readings are written broadly (e.g. Bill Trochim's online readings about questionnaire design and item wording) keep thinking about how these tips and tools can be applied in a citizen survey.

As you sharpen your attention to detail in survey design, you will be applying what you have learned in the assignment that is due this Sunday. Students will search for and critique citizen survey results (available online). Start looking for results made available on the websites of counties and cities.

There are a number of questions that are listed in the assignment details for week 4 that students should consider as all of you will be critiquing the report/results. Start searching now, so that you can rest assured that you have a good example. Some students may have critiques for the same jurisdiction -- that's fine. I can preview some links if you send them my way.

Readings
Week 3

- The Institute for Citizen-Centered Service. (2002). How to Conduct Customer Surveys. Read the following sections of the manual: Executive Summary, Plan the Customer Feedback Project Construction and Data Collection Procedures,
- Factsheets Fairfax County. (2005). Manual for Surveying for Citizen Satisfaction. Fairfax County, Virginia is an award winning jurisdiction in performance measurement and results-oriented management. This manual is a resource developed by county staffs that encourage county departments to actively engage in citizen satisfaction surveys. Read the following sections of the manual: Preface, Why survey?, Objectives: What do you want to achieve? Planning and Budgeting a Survey

Week 4
The Questionnaire - Items and Placement

- Excerpts of Bill Trochim's Online Methods Text: Research Methods Knowledge Base
- Types of Questions: http://www.socialresearchmethods.net/kb/questype.htm
- Question Content: http://www.socialresearchmethods.net/kb/quescont.htm
- Response Format:http://www.socialresearchmethods.net/kb/quesresp.htm
- Question Wording: http://www.socialresearchmethods.net/kb/quesword.htm
- Question Placement: http://www.socialresearchmethods.net/kb/quesplac.htm
- The Institute for Citizen-Centered Service. (2002). How to Conduct Customer Surveys. Appendix A.

- Data Analysis and results The Institute for Citizen-Centered Service. (2002). How to Conduct Customer Surveys. Read the following sections of the manual: Analyze the Data, Act on the Results Fairfax County. (2005). Manual for Surveying for Citizen Satisfaction. Read the following sections of the Fairfax County manual: Pages 5-17

Assignments
1. For week 3, please respond to the question posted on the Weekly Discussion. Your first submission should be made by mid-week (**September 21**) (What are the main components of the survey research process? What kinds of resources do you think a public manager would need to leverage to implement a citizen survey?)
2. Online Searching for a Citizen Survey: Due at the end of week 4-- **(September 28 by 8pm).** Search online for citizen survey results at the local or state level of government. Select one jurisdiction and address the following items for this assignment: Provide a link to the citizen survey results at the top of page 1 of the assignment. Provide the name of the jurisdiction (and location if a county or city). How often are citizens surveyed? How are citizens surveyed (online, telephone calls, mailed questionnaire)? How is the data presented? Any graphics? Mostly tables with statistics? Are there trends, where the reader can view how satisfaction has changed over time? What services does the report include? Is there narrative that explains patterns and levels of satisfaction? Overall, are citizens satisfied? Any interesting findings? Is it a sound piece of research? (3 pages max, double spaced, 12 font)

Week 5 & 6: Other Methods for Survey Research

For week 5, students will learn more about other models and methodologies for surveying citizens. Two readings in particular, one by Barbara Cohn-Berman of the Fund for the city of New York, and the other by Maria D'Agostino, a Ph.D. graduate of the School of Public Affairs and Administration, RU-Newark, will show us how focus groups can be used to interact with and determine citizen preferences.

The former author presents findings of the Fund's research of average New Yorkers. D'Agostino presents a case study of America Speaks. We will address these readings in the weekly discussion and assignment in week 6. The week 6 readings start to orient students to the mechanics of presenting results. Subsequent readings will address best practices for displaying quantitative information to a diverse audience.

Readings
Week 5
- DALEHITE, E. G. (2008). "Determinants of Performance Measurement: An Investigation into the Decision to Conduct Citizen Surveys." Public Administration
- More on Focus Groups: http://www.soc.surrey.ac.uk/sru/SRU19.html
- http://www.cse.lehigh.edu/~glennb/mm/FocusGroups.htm

Week 6

- The Institute for Citizen-Centered Service. (2002). How to Conduct Customer Surveys. Read the following sections of the manual: Analyze the Data, Act on the Results

- Worcester Regional Research Bureau - Visit the website: www.wrrb.org Click on the citizen Survey Report. Take note of the data presentation, questionnaire, and techniques for displaying results.

Assignments
1. Please respond to the question posted on the Weekly Discussion for Week 5. Your first submission should be made by mid-week (**October 1**). What methodology is utilized in the Cohn-Berman excerpt? What was the purpose of the research? How do they address the limitations of the findings? What are the research findings?
2. Consider the America Speaks model of civic engagement presented in D'Agostino's case study to address the following questions: How is America Speaks implemented? What are the challenges or limitations? How could a modified version of this venue be adopted in a municipality? Submit a 3 page paper by Sunday evening, **October 12**.

Discussion

Week 7 & 8: Communicating Survey Results & An Introduction to Achieving Graphical Excellence

Readings
Week 7

- Murphy, D.A., (1999). Presenting community Level Data in an Outcomes and Indicators' Framework: Lessons from Vermont's Experience?, *Public Administration Review*, 59 (1)
- Swindell, D. & Kelly, J. M. (2000). Linking Citizen Satisfaction Data to Performance Measures:
- A Preliminary Evaluation. *Public Performance & Management Review*, 24(1), 30-52.
- McComas, K. A. & Scherer, C. W. (1999). Providing Balanced Risk Information in Surveys Used as Citizen Participation Mechanisms. *Society & Natural Resources*, 12, 107-119.

Week 8
- Reporting Performance Information: Suggested Criteria for Effective Communication: Appendix B, p. 175-184
  http://www.seagov.org/sea_gasb_project/suggested_criteria_report.pdf
- "Common Mistakes in Data Presentation" in Intelligent Enterprise.
- "The Information Cannot Speak for Itself" in Intelligent Enterprise.

Assignments

1. **Discussion:** Let's focus on the Swindell & Kelly (2000) article. What is the purpose of this research? What do the findings suggest? This us a complicated research design and analysis, but concentrate on the goals of the research, the rationale for the research, and the findings. Post your response by **October 15**.
2. For the week 8 reaction paper, consider the challenges associated with interpreting and reporting survey results. Consider the audiences and discuss the challenges a public manager grapples with when engaging in citizen surveys. What does a public manager need to do, for example, when working in a diverse community? Due **October 26.**

Week 9 & 10: Criteria for Effective Communication & Reporting Performance

Readings: Organizational Culture: It's Importance in Performance Measurement (46.5 Kb)
Week 9

- Stuart S. Grifel. (1994). Organizational Culture: It's Importance in Performance Measurement? Public Management, Vol. 76, Issue 9.
- Reporting Performance Information: Suggested Criteria for Effective Communication: http://www.seagov.org/sea_gasb_project/suggested_criteria_report.pdf Read pages 35-90 for an overview of the suggested criteria

Week 10

- Reporting Performance Information: Suggested Criteria for Effective Communication: http://www.seagov.org/sea_gasb_project/suggested_criteria_report.pdf What Performance Information to Report -- pages 91- 162
- Case Study: Take a few minutes and review the following report: Benchmarking Municipal and Neighborhood Services in Worcester: 2004. http://www.wrrb.org/Reports/CCPM-04-04.pdf
- The Research Bureau's Center for Community Performance Measurement released the third report in its 2004 series which benchmark the City's performance in the five areas of its strategic plan: economic development, public education, municipal and neighborhood services, public safety, and youth services. This report measures performance of municipal and neighborhood services. It includes multi-year performance trends for the Department of Parks, Recreation, and Cemetery, Department of Public Works, and the Worcester Public Library, more detailed analysis of the resolution of problems documented through the ComNET neighborhood survey project, and a wider historical perspective on municipal voting rates.

Assignments

1. Please respond to the question posted on the Weekly Discussion for this week. Your first submission should be made by mid-week **(October 29).**
2. Prepare a short paper for week 10 assignment (no more than 3 pages, double spaced preferred, size 12 font) due **November 9** that addresses one of the following questions:
    - *OPTION 1*: What is the current state of practice in your organization when it comes to reporting performance? Is there a department or select staff to undertake the research? Consider the concept of transparency? Can you provide some examples of how providing such information can open an organization to criticism?
    - *OPTION 2*: Critique the Research Bureau's Center for Community Performance Measurement released the third report in its 2004 series. (To locate the report, click on the "Case Study" folder for this week.)What criteria of effective communication (as recommended by GASB) are evident in this publication?

Week 11 & 12: Bring it All Together

Readings
Week 11

- Special Report. Reporting Performance Information: Suggested Criteria for Effective Communication. Chapter 7: Good Practices to Consider, pages 155-159
http://www.seagov.org/sea_gasb_project/suggested_criteria_report.pdf

Week 12
To Be Determined

Assignments
1. For week 11, please respond to the question posted on the Weekly Discussion for this week. Your first submission should be made by mid-week (**November 12) "**Discuss how results be reported to stakeholders (such as elected officials and citizens) in a way accessible and understandable to a broad audience?"

Week 13 & 14: Course Conclusion Readings

Readings and a weekly discussion question will be posted at a later date.

Assignments
1. Please respond to the question posted on the Weekly Discussion. Your first submission should be made by mid-week (**November 26)**
2. Final Research Project, Monday, December 15 - by 12 noon.
3. Online Course Review

<div align="center">

Course Policies

</div>

Code of Student Conduct: It is expected that all students will abide the University's Code of Conduct. All members of the Rutgers University community are expected to behave in an ethical and moral fashion, respecting the human dignity of all members of the community and resisting behavior that may cause danger or harm to others through violence, theft, or bigotry. The primary responsibility for managing the classroom environment rests with the faculty. Students who engage in any prohibited or unlawful behavior that results in disruption of a class may be directed by the faculty member to leave the class for the remainder of the class period. The full policy is available for review at http://polcomp.rutgers.edu/judaff/ucsc.shtml.

Policy on Academic Integrity: Students in this class and in all courses at Rutgers University are expected to uphold the highest standards of academic integrity. In its simplest form it means that you do not cheat on exams, do not do someone else's work, give credit to the originator of ideas and thoughts you incorporate into your own work, and do not falsify data or what someone else said or wrote. You are expected to be familiar with this policy. If you have questions about specific assignments, be sure to check with the instructor. Plagiarism is the representation of the words or ideas of another as one's own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or in a footnote. Acknowledgment is required when material from another source stored in print, electronic or other medium is paraphrased or summarized in whole or in part in one's own words.

The trust between the instructor and the class depends on your acceptance of this essential principle of behavior in the University. Finally, please don't jeopardize your opinion of yourself or your academic career by either copying someone else's work or allowing someone to copy your work. This includes both homework and exams. Do your own work and do not provide unauthorized assistance to others and you will find this course more rewarding.

The Policy on Academic Integrity requires that all members of the community report suspected violations. Students should make reports to the instructor of the class while instructors should report suspected violations to the Judicial Officer of the College in which the student is enrolled. If students from several Colleges are involved in the possible violation, the report should be made to the University Director of Student Judicial Affairs who will assign the investigation to one of the College Judicial Officers. Adjudication of suspected violations falls under the procedural requirements of the Code of Student Conduct.

"Since adherence to a code of conduct can be seen as a function of socialization into the group whose norms are reflected in such a code, culpability may be assessed differentially for those with more and less experience as members of the academic community; thus, violations of academic integrity by graduate students will presumably be penalized more severely than violations by first semester first year students"

Special Accommodations All services, programs, and activities at the University are accessible to students with disabilities. If you have a disability that interferes in any way with your potential for success in this course, please inform me during the first week of class, so any special arrangements can be made. To receive special services, you must be registered with the Center for Students with Disabilities.

Mutual Obligations and Responsibilities Education is a two-way process. There are mutual obligations, responsibilities and expectations on the parts of both faculty and students. Faculty members have the right to expect students to attend class regularly and to be prepared to engage in whatever discussion is appropriate to the content.   **Faculty members have the right to expect each hour of classroom time to be matched by at least two hours of study outside of class by each student including activities such as reading, research, writing and/other other forms of creative activity.**   Faculty members have the right to expect that students will behave with honesty and integrity and will be familiar with the rules and policies on academic integrity. Faculty have the right to expect that students will be interested in the world around them, that students will be informed about current events, and that students will take seriously their responsibilities as citizens in a democratic society.

Students have the right to expect faculty members to be available for office hours, to be concerned with their students' academic progress, and to be ready to help each student to the best of their abilities. Students have the right to expect that faculty members will be prepared for class and present material reflecting the current state of their discipline. Students have the right to expect that faculty members will indicate assignments clearly, provide syllabi, grading policies and/or other materials indicating their expectations at the beginning of the semester (in either printed or electronic form), and to provide timely feedback to each student on his/her progress in course work. Students have a right to expect that all faculty members will enforce the policy on Academic Integrity and deal with incidents of dishonesty in a just and consistent manner. Students have the right to an atmosphere conducive to learning.

Attendance Policy Students are encouraged to attend every class period. Assignments and quizzes missed because of unexcused absences may not be made up. Students should e-mail the instructor in advance regarding excused absences so arrangements can be made to make up the missed work. Students are responsible for obtaining missed lecture notes and other information, such as announcements and assignment due dates, from their colleagues in the course.

Class Cancellations: In the event of the need for the instructor to cancel class, the instructor will post an announcement on Blackboard, which will also be emailed to your Rutgers email account at least 24 hours in advance of class.

Syllabus Content and Schedule Changes The syllabus schedule and content may change at the discretion of the instructor. Such changes will be clearly announced in class and posted to Blackboard.

Student Resources:

- School of Public Affairs and Administration http://spaa.newark.rutgers.edu/

- Rutgers University Libraries http://www.libraries.rutgers.edu/ Log in from anywhere for complete access with your Net ID and password. Need a library PIN number to request articles or books, check account, renew books online etc.

- Career Development Center, Newark http://cdc.newark.rutgers.edu/ Assist Rutgers-Newark students and alumni in matters pertaining to their career and life planning including identification of their competitive skills, investigation and exploration of academic and/or professional area interests, and attaining a greater understanding of the world of work.

- Rutgers-Newark Writing Center http://andromeda.rutgers.edu/~nwc/ The Writing Center offers tutoring and workshops to Undergraduate and Graduate students currently enrolled at the Rutgers-Newark campus. Tutor-Trac http://andromeda.rutgers.edu/~nwc/TutorTrac.html TutorTrac is a web application that provides a convenient way for you to: book and cancel appointments from any computer , reserve material from our lending library, download Writing Center and Learning Center documents that have been uploaded to your account

- Learning Center http://lc.newark.rutgers.edu/index.php located at 110 Warren Street, Bradley Hall Room 140, Newark, (973) 353-5608

- Health Services http://health.newark.rutgers.edu/

- Student Instructional Rating Survey Results http://sirs.rutgers.edu/ When you type in an instructor's last name, links to all SIRS results for that last name will be generated, listed by term, with options to select results by school and department. You must login with your Net ID and password to access results.