



Date: October 26, 2009

Core Middle States Charge Questions for the Seven Working Groups

Standard 1: Mission and Goals

- 1) Has the institution's stated mission evolved since the 2002 publication of *An Emerging Presence: Self Study and Strategic Plan*?
- 2) What has been the impact of the *NJIT Strategic Plan, 2004-2010* on the NJIT community?
- 3) Is there a present alignment between NJIT's mission, vision, core values, value propositions, and goals as articulated in the *NJIT Strategic Plan, 2004-2010*?
- 4) How have we achieved mission differentiation?
- 5) Which new opportunities has NJIT adopted, and which has it excluded, given the desire for a focused mission strategy?
- 6) Are we identifying markets that are congruent with our mission, and are we reaching those markets?
- 7) How has NJIT dealt with the challenges of global initiatives while serving its traditional community?
- 8) How well are NJIT's mission and goals communicated to the NJIT community?
- 9) How does the mission allow NJIT's schools and colleges to maintain their unique identities?
- 10) What is the relationship between the present MSCHE self study and the emerging *NJIT Strategic Plan, 2010-2015*?

Standard 2: Planning, Resource Allocation, and Institutional Renewal

- 1) How does the institution design its strategic planning process?
- 2) How does the institution assess its success in meeting its strategic priorities and objectives?
- 3) What new strategic priorities, objectives, and metrics have been developed since the 2002 self study regarding the allocation of resources?
- 4) Has the institution's planning process—as opposed to the elements of the strategic plan—changed since the 2002 self study? If the process has evolved, what has the impact of that process?
- 5) How do NJIT's major constituencies inform the planning process?
- 6) How are differences in perspectives among constituencies included in strategic planning?
- 7) Does NJIT use the results of strategic planning to initiate renewal?
- 8) How might the strategic planning, resource allocation, and assessment processes at NJIT be made more sustainable?
- 9) How might the strategic planning, resource allocation, and assessment processes at NJIT be made more transparent?
- 10) How is NJIT's strategic planning process integrated with its budget planning process?
- 11) In that the institution's emerging strategic priorities and objectives evolve over time, what processes and controls are in place to assure that resources are allocated in a manner which is fair and equitable to the entire NJIT community?
- 12) What external, environmental issues require increased attention?
- 13) What internal, community-based issues require increased attention?

Standard 3: Institutional Resources

- 1) What are the most significant challenges facing NJIT regarding its human, financial, technological, and physical resources? How are these issues identified? How are they addressed?
- 2) In light of challenges to its human, financial, technological, and physical resources, does NJIT have sufficient institutional resources to achieve mission success?
- 3) During the period of the present strategic plan, how will NJIT assure sufficient resources to foster education, research, economic development, and service?
- 4) How can an assessment plan be designed to better reveal the effective and efficient use of resources to NJIT shareholders?

Standard 4: Leadership and Governance

- 1) How may we best describe the leadership and governance processes at NJIT?
- 2) How does NJIT work to ensure that its governance promotes adequate checks and balances?
- 3) What are the roles of the governing and advisory boards at NJIT, its colleges, and its departments?
- 4) Is there diversity in the governing and advisory boards in terms of backgrounds spanning profit, not-for-profit, and non-profit sectors?
- 5) Are there processes in place that are sufficient to assure the leadership future of NJIT in the areas of education, research, economic development, and service?
- 6) Are early career faculty, instructional staff, and administrators identified for their leadership potential, and how does the institution develop their potential?

Standard 5: Administration

- 1) How may the NJIT administrative structure best be described?
- 2) Since the 2002 self study, what have been the most significant changes in the structure of NJIT's administration?
- 3) Generally, how have the university's strategic priorities, objectives, and metrics impacted administrative needs?
- 4) Specifically, how are we able to adjust our administrative organization to meet newly-emerging enrollment patterns?
- 5) What metrics are used in assessing the effectiveness of administrative units at all levels, and how were they selected? How have these metrics changed since the 2002 self study?
- 6) Does the current administrative structure facilitate productivity improvements in education, research, economic development, and service?

Standard 6: Integrity

- 1) How does NJIT achieve and communicate its integrity as the state's public science and technology university?
- 2) How does the university maintain an effective framework for ethical conduct in the areas of education, research, economic development, and service?
- 3) How do we foster, assess, and maintain the integrity of faculty, instructional staff, and administrators?
- 4) How do we foster a climate that demonstrates respect among students, faculty, staff, and administration for a range of backgrounds, ideas, and perspectives?
- 5) How does the NJIT Ethics Liaison Officer meet the standards of the New Jersey State Conflict of Interest statutory mandates, as well as ensuring that the NJIT community is aware of, and complies with, the New Jersey State ethics laws, regulations, and executive orders?
- 6) How does NJIT demonstrate integrity in faculty promotion, tenure, retention and compensation, administrative review?
- 7) How does the institution work to ensure that integrity is evidenced in its people and practices?
- 8) How does NJIT inculcate integrity across its varied colleges so that students adhere to principles of academic integrity while enrolled in our academic programs?
- 9) How does NJIT inculcate integrity across its varied colleges so that students are educated to become ethical professionals upon graduation?

Standard 7: Institutional Assessment

- 1) Is there a university-wide, cohesive plan for assessment at NJIT?
- 2) Does NJIT's comprehensive assessment plan serve as this university-wide, cohesive assessment plan?
- 3) How might NJIT's comprehensive assessment plan for institutional effectiveness be described in its relationship to the strategic planning process?
- 4) In what ways has NJIT's institutional assessment resulted in institutional renewal as a result of assessment reports and balanced scorecards?
- 5) How does institutional assessment inform the strategic planning process?
- 6) How does institutional assessment influence resource allocation?
- 7) Is there understanding and acceptance of the NJIT community regarding existing institutional assessment?

Standard 8: Student Admissions and Retention

1) Admission Questions

- a. How may we best trace the history of admissions at NJIT since the previous self study with attention to quality, diversity, and growth? In terms of admissions, how have we met the challenges of attending to quality, diversity and growth in the past? How will we meet these challenges during the period of the present self study?
- b. How do our admission goals compare to peer and aspirant schools?
- c. In that we are presently in a period of planned growth, are our academic standards and admission goals presently aligned?
- d. How are we meeting the challenges of enrollment growth and student quality?
- e. When predicted downtrends on enrollment patterns occur, are we prepared to meet those future challenges?
- f. How are our current measures of predicting success identified? What new measures might we consider as predictors of success?
- g. What have been our admission patterns regarding the following student groups since the last self study: Men; Women; African American; Native American; Asian; Hispanic; and White students?
- h. What have been our admission patterns for students in the Albert Dorman Honors College?
- i. What have been our admission patterns for students in the Educational Opportunity Program?
- j. What have been our admission patterns for students in the athletic program?
- k. Does the SAT Reasoning Test yield prediction rates for student success similar to that of the ACT?
- l. Are the relative proportions of resources allocated to undergraduate and graduate admissions sufficient to meet admission goals?
- m. How is the admission function assessed?
- n. Has the institution assessed its recruiting material, website, and processes so that they are geared toward both undergraduate and graduate admission goals?
- o. What are our strategies for the recruitment of international students?
- p. What are our strategies for the recruitment of graduate students who are US citizens?
- q. Is full-time graduate student support competitive with peer research universities?
- r. Are enrollment projections sufficient to support the institution's financial projections?
- s. What is the relationship between recruitment and revenue?

2) Retention Questions

- a. How may we best trace the history of retention at NJIT since the previous self study? In terms of retention, how have we met the challenges of attending to quality, diversity and growth in the past? How will we meet these challenges during the period of the present self study?
- b. How do we plan programs that facilitate retention?
- c. How do our retention goals compare to peer and aspirant schools?
- d. Is there an observable relationship between admissions growth and enrollment trends?
- e. What is the relationship between new programs and student retention?
- f. What is being done to identify and address the needs of students who might be at risk of leaving the institution?
- g. What are the variables that most impact retention at NJIT, and what is being done to improve retention as these variables are identified?
- h. Is there a relationship between NJIT's student learning engagement and retention? If so, what steps have been taken to improve retention by improving student learning?
- i. How can we design and structure the following to yield increased retention and graduation: placement procedures; curriculum reformation; and advancement and progression guidelines and within the academic major?
- j. If the Albert Dorman Honors College and the Educational Opportunity Program are taken as models of retention, how can quality, diversity, and growth be maintained by implementing these models for other student populations?
- k. How does NJIT's combination of tuition/financial aid affect its retention?

Standard 9: Student Support Services

- 1) What changes in student services have occurred since the previous self study? What are the reasons for these changes?
- 2) How might the functions and impacts of the following student support services best be described: admissions, financial aid, registration, orientation, advising, counseling, tutoring, discipline, health, housing, placement, student organizations and activities, cultural programming, child care, security, and athletic activities?
- 3) What metrics are used to assess these impacts?
- 4) To what degree have each of these student support services improved NJIT student satisfaction?
- 5) Is there a need for an integrated model of student support services? If so, might new models be designed to integrate student support services into the NJIT curricular experience? What planning, infrastructure, and assessment would be required to achieve new models?
- 6) What is the level of complexity for students to navigate and utilize NJIT's various student support services?
- 7) How effective are student support services? What metrics are used to measure them, and to what are they compared?
- 8) Given projected enrollment growth, how does NJIT plan to serve greater numbers of students?

Standard 10: Faculty

- 1) How may faculty involvement in academic program development, assessment, and improvement best be documented?
- 2) Generally, are expectations regarding faculty teaching load clearly defined and achievable, given expectations for scholarship and service?
- 3) How has the utilization of lecturers and adjunct faculty changed since the previous self study? What is the current and future impact of such changes?
- 4) Is there a cohesive faculty recruiting plan that ensures recruitment and retention of those aligned with NJIT's strategic plan?
- 5) What efforts have been made to enhance faculty diversity? What are the results of such efforts?
- 6) Why are there so few faculty from under-represented groups? Are our numbers similar to, or different from, peer and aspirant universities? What are our strategies for increasing under-represented groups?
- 7) Are mentoring plans in place to assist new faculty to develop their skills to achieve excellence in instruction, research, economic development, and service? Are these plans in place at departmental, college-wide, and institute-wide levels?
- 8) What internal financial resources are available to support early career faculty research? Are there adequate resources for early career faculty, as well as for senior faculty to explore new research initiatives? Is there overall equity in internal financial resource allocation?
- 9) What opportunities exist to re-invigorate new and senior faculty whose productivity is less than the level of excellence desired for our university?
- 10) What is the institution's strategic plan for the replacement of retiring faculty?
- 11) Are there differences in departments in faculty appointment, tenure and promotion? If such differences exist, how may they be identified and evaluated?
- 12) How are faculty research interests integrated into the curriculum?

Standard 11: Educational Offerings

- 1) How do NJIT's academic programs display academic content, rigor, and coherence appropriate to our mission?
- 2) How do the university's accreditation agencies ensure the maintenance of such academic content, rigor, and coherence?
- 3) Does each degree program have articulated core competencies, learning outcomes, student advancement and progression standards, retention strategies, and an outcomes assessment plan?
- 4) How well do students understand the purpose and interrelationship of the requirements of their degree programs?
- 5) How are students taught to think critically, analytically, and creatively within their majors?
- 6) How has the curriculum been improved since the last self study in order to increase student engagement and retention engagement?
- 7) How do new degree programs emerge at NJIT? What standards and processes are required for program approval on the institutional and state level?

Standard 12: General Education

- 1) Do the General University Requirements (GUR)—NJIT's undergraduate general education program—lead to students acquiring and demonstrating college-level proficiency in general education and essential skills, including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, information literacy, and technological competency?
- 2) Can we demonstrate proficiencies in the GUR?
- 3) How does the GUR serve the NJIT mission?
- 4) What is the orientation of the GUR? Should the general education program designed to meet the needs of students in their respective professional degree programs? Or is the general education program designed to be a cohesive force independent of student major?
- 5) How are learning outcomes and assurance of learning integrated into the GUR?
- 6) How does NJIT assess that students are meeting the institution's goals for written communication, quantitative reasoning, and information literacy?
- 7) Has the GUR changed since the previous self study? If so, what has been the reason for the changes?
- 8) Is there need to undertake review of the GUR in light of new degree program initiatives during the period of the current self study?
- 9) If such review is to take place, how can the GUR be structured to engage and retain students?

Standard 13: Related Educational Activities

- 1) How may we best describe the existing efforts and future direction for our basic skills placement, instructional, and assessment efforts in writing and mathematics?
- 2) When admitted international students lack proficiency in written and oral English, what programs and procedures are in place to ensure that these students are prepared and engaged?
- 3) How may we best describe the existing efforts and future directions for each of the following: E-Learning, Experiential Learning, Non-Credit Offerings, and Graduate Certificate Programs?
- 4) How is quality assured for students in our certificate programs?
- 5) What evidence exists that the achievements of learning goals of students in distance learning courses is similar to that of students in face-to-face courses?
- 6) How has the NJIT concept of distance learning evolved since the last self-study?
- 7) What has been the impact of E-Learning upon NJIT's student engagement and retention?
- 8) What affiliate relationships does NJIT have with other institutions, and how are these relationships maintained and assessed?

Standard 14: Assessment of Student Learning

- 1) How does NJIT demonstrate that the institution's students have knowledge, skills, and competencies consistent with the NJIT mission?
- 2) Specifically, does assessment yield performance-based evidence regarding the General University Requirements?
- 3) Specifically, does assessment yield performance-based evidence regarding the degree programs?
- 4) Have our current student learning outcomes led to curriculum transformation in terms of consistently achieved program objectives?
- 5) Have our current student learning outcomes led to curricular adjustments in terms of increased student engagement?
- 6) Have our current student learning outcomes led to curricular adjustments in terms of increased student retention?
- 7) Have existing assessment results led to informed decisions about curricular planning and resource allocation?
- 8) How has assessment of student learning influenced instruction?
- 9) During the period of the present self study, is there a need to develop a university-wide outcomes assessment plan that unifies existing efforts? How might such a plan be developed?