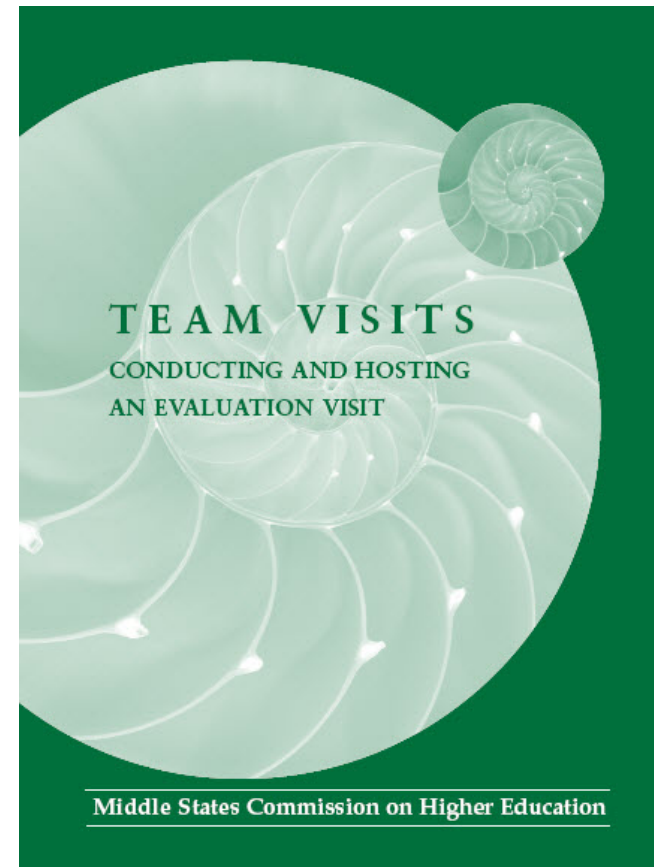
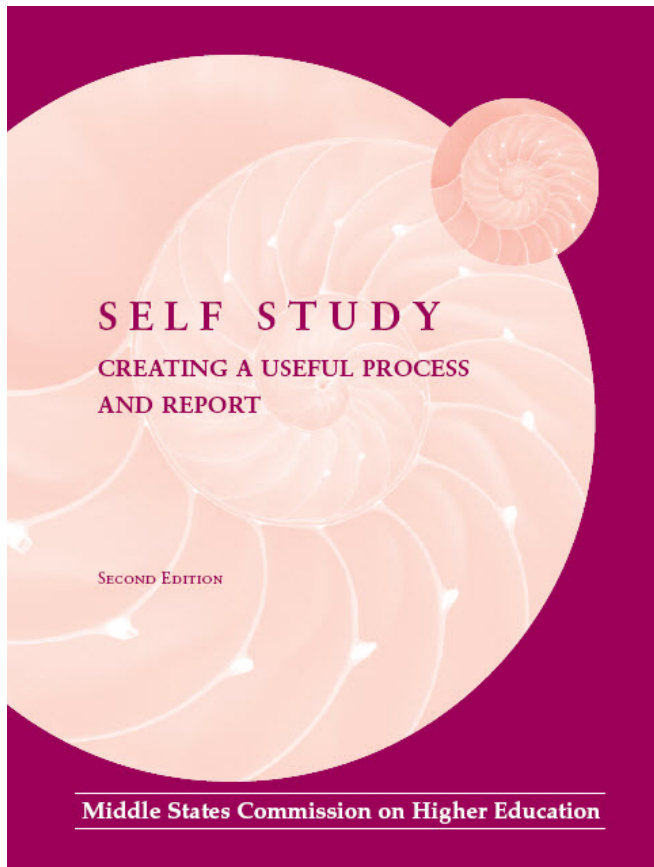


# **Post-Liaison Review Workshop: Spring 2010 MSCHE Self Study Plans**

**Norbert Elliot, Steve Tricamo, Perry Deess, Ewa Solarz  
Wednesday, March 24, 9:00 AM-10:00 AM  
Campus Center 240**

# Transition: From Design to Reporting



# Visit from Mary Ellen Petrisko, March 9, 2010

- Group 1: Standard 1: Mission and Goals —“target mission differentiation, global initiatives, processes surrounding strategic planning.”
- Research Questions:
- 1.1: Alignment with Strategic Plan 2004-2010; 1.10: Relationship between SS and 2010-2015 strategic plan: Do you have greater clarity on this?
- 1.2.2. Not clear to me: does everyone in the workgroup have shared understanding? Will this be clear to team chair?
- 1.1., 1.2.1., 1.6: If answer is yes, or no, what then?
- 1.3, 1.4, 1.5, 1.7: Could be answered purely descriptively. Are there questions behind these questions? How is “how” understood—to be descriptive of current practice or trying to figure out what practice should be? (This is a question to be considered throughout the design.)
- Group 2: Standards 2 and 3: Planning, Resource Allocation, Institutional Renewal —“Here, we focus on the NJIT resource allocation process” What about strategic planning and the overlap between groups 1 and 2? Narrative here seems to emphasize Standard 3. Also, discussion of figure 7 talks about relationship across 1,2, 3 but does not specifically talk about mission/goals/ planning. Need greater clarity on new strategic plan and how this process aligns with it.
- Research Questions:
- 2.0, 2.1, 2.2, 2.3, 2.4, 2.5, etc. might be answerable descriptively. Are there questions behind these questions?

# Visit from Mary Ellen Petrisko, March 9, 2010

- Group 3: Standards 4, 5, 6: Leadership and Governance, Administration, Integrity
- Research Questions:
  - 3.1.3, If answer is yes, or no, what then?
  - 3.0, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, etc. might be answered descriptively. Are there questions behind these questions?
  - 3.1, 3.10, 3.15 Not sure I understand: does everyone in the workgroup have shared understanding? Will this be clear to team chair?
- Group 4: Standards 7 and 14: Institutional Assessment and Student Learning Assessment —“there remains a need to formulate a cohesive, university-wide assessment plan” How will this be tied into development of strategic plan? Note that title of group on p 19 is “Educational Outcomes: The Measurement of Learning Ability”—be sure there is also emphasis on institutional effectiveness.
- Research Questions:
  - 4.1, 4.6, 4.8, 4.9, 4.10, 4.12, 4.13: If the answer is yes, or no, what then?
  - 4.2, 4.4, 4.5, 4.7, 4.14 might be answered descriptively. Are there questions behind these questions?

# Visit from Mary Ellen Petrisko, March 9, 2010

- Group 5: Standards 8 and 9: Student Admissions and Retention and Student Support Services—“graduation rates remain a challenge to NJIT” No students on this working group?
- Research Questions:
- 5.2: Not sure what this means: does everyone in the workgroup have shared understanding? Will this be clear to team chair?
- 5.4, 5.5, 5.6, 5.7, 5.10, 5.12, 5.13, etc. might be answered descriptively. Are there questions behind these questions?
- 5.11: If the answer is yes, or no, what then?
- 5.24: Are you sure that improving curriculum delivery is a factor in retention?
- Group 6: Standard 10: Faculty—“tensions between research and instruction”
- Research Questions:
- 6.0, 6.1, 6.2, 6.3, 6.5, 6.6, 6.7, etc. might be answered descriptively. Are there questions behind these questions?

# Visit from Mary Ellen Petrisko, March 9, 2010

- Group 7: Standards 11, 12, 13: Educational Offerings, General Education, Related Educational Activities
- Research Questions:
- 7.2, 7.4, 7.6, 7.11, 7.12, 7.15, 7.16, etc. might be answered descriptively. Are there questions behind these questions?
- 7.7 : If the answer is yes, or no, what then?
- Timeline: According to design, you will be studying the university “to the fall of 2011”. What will cut-off date be for data that will be included? The team chair is to review the draft during the fall and visits at least four months prior to the visit, so draft needs to be done in time for a community review and review by the team chair during this semester. Be sure to allow yourself sufficient time. (See also milestones on p. 48: looks like much is happening at the same time; may be good to be more specific with dates.)
- Organization of the SS: proposed outline: Be sure to allow for discoveries in your research

# Agenda

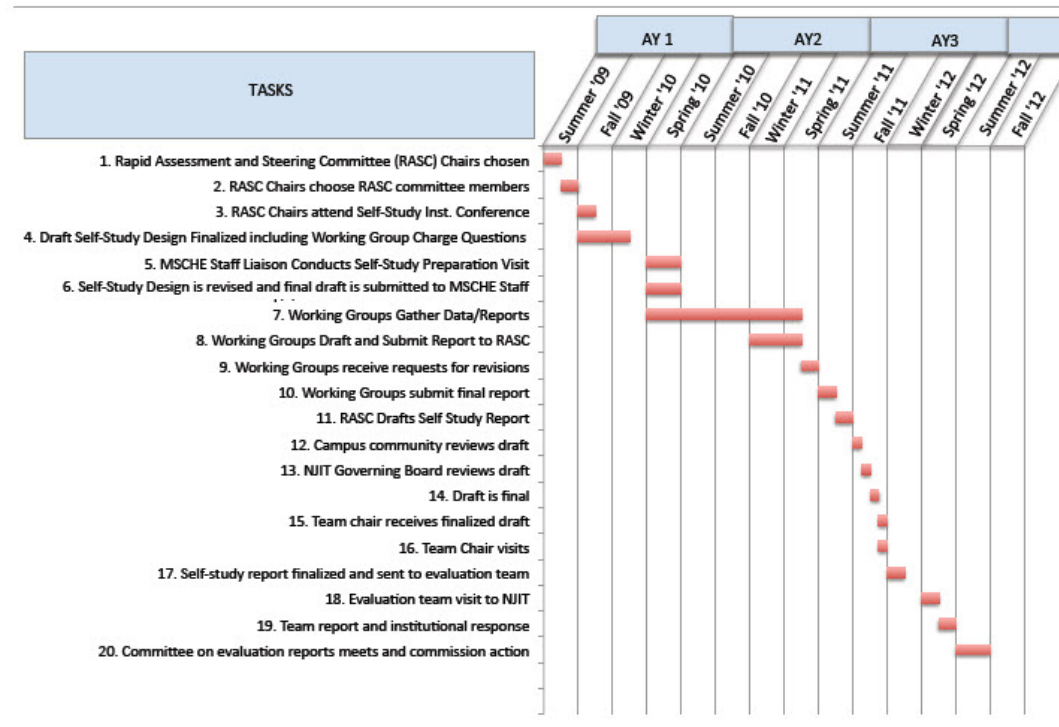
- New Timeline
- Spring 2010 Activities
- Finalize Question Design
- Discussion

# New Timeline

(Excerpt of Tasks from 2010 Middle States Self Study Design)

TASK	START	END	DURATION	NOTES
Submission of self-study design to Liasion		April 6, 2010		
Working Groups Gather Data/Reports	April 1, 2010	April 30, 2011		
Working Groups Draft and Submit Report to RASC	January 1, 2011	April 30, 2011	1 year 1 month	
Working Groups receive requests for revisions	April 30, 2011	May 31, 2011	1 month	
Working Groups submit final report	June 1, 2011	July 1, 2011	1 month	
RASC Drafts Self Study Report	July 1, 2011	August 31, 2011	2 months	
Campus community reviews draft	September 1, 2011	September 30, 2011	1 month	
NJIT Governing Board reviews draft	October 1, 2011	October 31, 2011	1 month	
Draft is final		November 1, 2011		
Team chair receives finalized draft		November X, 2011		2 weeks before visit
Team Chair visits		December X, 2011		4 months prior to visit
Self-study report finalized and sent to evaluation team		February X, 2012		6 weeks prior to visit
Evaluaiton team visit to NJIT		April X, 2012		usually conducted before mid-April

# New Timeline



# Spring 2010 Activities

- Two meetings
- Recorded in NJIT MSCHE Self Study Format
- Meeting 1: Document and Study Identification
- Meeting 2: Document and Study Verification

**NJIT**  
NJIT Self Study: Middle States Commission on Higher Education  
Meeting Documentation

**Part 1: Attendance**

Committee Number:	
MSCHE Standard Addressed:	
Meeting Date:	
Meeting Time:	
Meeting Location:	
Chair:	
Vice Chair:	
Committee Advisors:	
Committee Members Present:	
Committee Members Absent:	
Committee Guests:	
Meeting Purpose:	

**Part 2: Agenda**

Agenda Item:	
1	
2	
3	
4	
5	

**Part 3: Discussion of Agenda**

Discussion on Agenda Items:	
1	
2	
3	
4	
5	

**Part 4: Action Items from Agenda**

Action on Agenda	Individual Responsible
1	
2	
3	
4	
5	

**Part 5: Remaining Questions**

Questions to be Answered	Individual Best Able to Provide Answer
1	
2	
3	
4	
5	

# Example: Document Identification

Group 4	Educational Outcomes: The Measurement of Institutional Effectiveness and Learning Ability
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MSCHE Standard: Standard 7: Institutional Assessment  
Standard 14: Assessment of Student Learning

Chair: John K. Bechtold  
Vice Chair: Katia Passerini  
Institutional Research Advisor: Eugene P. Deess

## Part 2: Agenda

Agenda Items		Document Source	Individual Most Knowledgeable
1	4.4 How does institutional assessment inform the strategic planning process?		<u>Robert Altenkirch</u>

# Example: Study Identification

Group 5	Admission and Retention: Designing the Student-Centered Campus
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MSCHE Standard: Standard 8—Student Admission and Retention  
Standard 9—Student Support Services

Chair: Sui-Hoi (Edwin) Hou  
Vice Chair: Barry Cohen  
Admission Advisor: Eugene P. Deess  
Advisor: Tony Howell

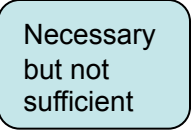





## Part 2: Agenda

Agenda Items		Document Source	Individual Most Knowledgeable
1	5.0 What is the record of admissions at NJIT since the previous self study with attention to quality, diversity, and growth?		Perry Deess Joel Bloom

# Final Question Design Strategies: MSCHE Advice

- **Ask**
  - Questions that stimulate thinking about important topics
  - Questions that allow the self-study to address the standards through the lens of specific institutional traits, developments, or issues
  - Questions that require evaluation and judgment
  - Questions that are worth the effort it will take to answer them
  - Questions that *connect* standards and different dimensions of the institution (31)

# Final Question Design Strategies: An NJIT Rhetorical Design Taxonomy

- **Descriptive: To unpack** 
- **Expository: To explain** 
- **Classificatory: To group** 
- **Analytic: To explain referentially** 
- **Argumentative: To prove** 
- **Provocative: To suggest** 

# Model: Descriptive

- “How are the major themes of the mission reflected in the institution’s goals? If the mission calls for students to acquire an appreciation of certain values, for example, what activities exist to achieve this?” (33)

# Model: Expository

- “To what extent is the conceptual and procedural relationship between the institution’s strategic plan and the budget development process (both operational and capital) well understood and effectively implemented?” (34)

# Model: Classificatory

- “What are the most significant challenges facing the institution relative to human resources, technology resources, and physical plant resources over the next five years?” (35).

# Model: Analytic

- “How does the institution know that its policies and practices actually enable it to recruit, develop and retain faculty who support the teacher/scholar model? How does its success in doing that compare to peer institutions?” (37)

# Model: Argumentative

- “In what ways and for what reasons have staffing patterns and reporting lines been changed within the past five years? How appropriate were those changes?” (36)

# Model: Provocative

- “If graduates are not meeting expected competency levels, how does the institution address this? To what extent and in what particular ways has the institution used assessment results to modify the educational program and services? Have such modifications brought demonstrable improvement? What should be done in the future?” (38-39)

# Key Phrases for Final NJIT Question Design

- 1.3 What are the causal factors—external and internal forces that impact the university—for change? How can we determine the strength and influence of these forces?
- 3.4 What evidence can be provided that effective strategies are in place to assure the leadership future of NJIT in the areas of education, research, economic development, and service?
- 6.6 How might mentoring plans be enhanced and communicated to assist new faculty in developing and refining their skills to achieve excellence in instruction, research, and service?
- 7.6 How effective are the processes that allow new degree programs to emerge at NJIT? Are the standards and processes are required for program approval on the institutional and state level sufficient to allow NJIT's needed mission differentiation?

# Three Possible Revisions

- Accept as is
- Modify with minor revision
- Modify with intention
  - Classificatory: To group
  - Analytic: To explain referentially
  - Argumentative: To prove
  - Provocative: To suggest

NJIT

*THE EDGE IN KNOWLEDGE*