

Report on NJIT Self-Study: Preparing for Visiting Team

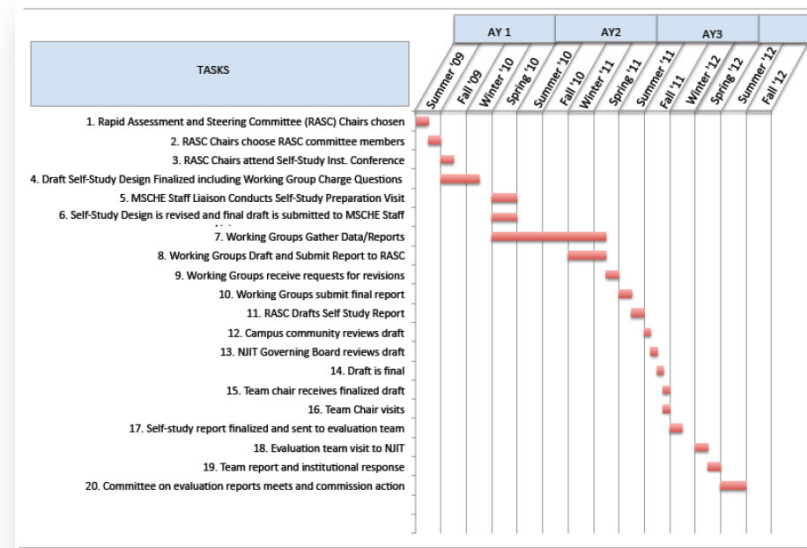
Presentation to the Administrative Affairs Council

December 7, 2011

Norbert Elliot, Perry Deess, Judith Redling

Timeline: Fall 2011 and Spring 2012

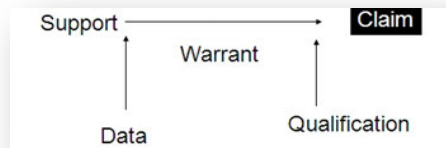
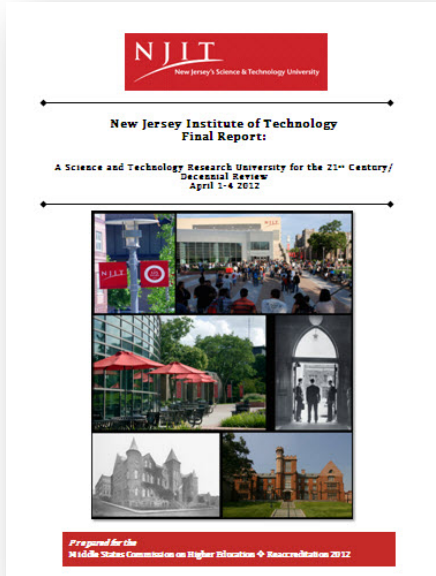
- ✓ **October 7, 2011: Report released to NJIT Community and Team Chair**
- ✓ **November 8-10, 2011: MSCHE Team Chair Preliminary Visit**
- **April 1-4, 2012: MSCHE Team Visit**



Time Line: Fall 2011-Spring 2012

- Fall 2011
 - ✓ Campus community reviews draft self-study report.
 - ✓ Evaluation Team Chair reviews draft self-study report.
 - ✓ Institution's governing board reviews draft self-study report.
 - ✓ Institution sends draft self-study report to evaluation Team Chair, prior to Chair's preliminary visit.
 - ✓ Team Chair makes preliminary visit at least four months prior to team visit. (November 8-10, 2011)
 - ✓ Institution prepares final version of the self-study report (February 12, 2012)
- Spring 2012
 - Institution sends final report to evaluation team and to MSCHE at least six weeks prior to team visit: February 12, 2012
 - Team visit: April 1-4, 2012
 - Team report (oral on April 4, 2012; written by April 14, 2012)
 - Institutional response (written by April 24, 2012)
- Summer-Fall 2012
 - Committee on Evaluation Reports meets
 - Commission action released
 - Commission staff notifies the institution, U.S. Department of Education, state agencies, the American Council on Education, and Council for Higher Education Accreditation
 - Staff prepares an updated “Statement of Accreditation Status” (SAS), which serves as the Commission’s official public statement

Next Steps: December 7, 2011 to February 12, 2012



- Strengthen Evidence Base
 - Digital Archive
 - Hypertext Version of Report
 - Enhance Claims
- Directions for the Future
 - Refine in terms of strategic planning and sustained commitment

Undergraduate and graduate courses are well-planned in sequence by academic departments, and that process is monitored by NJIT Program Review, analyzed in Chapter 14. Course schedules, including syllabi and textbooks, are available on the webpage of the Office of the Registrar. P. 42



- Course Catalog Description:
Prerequisite or corequisite: PTC 601Reviews the major theories of communication and provides strategies for research in the field of Professional and Technical Communication. The course focuses on these research methods: problem statement and hypothesis formulation derived from theory, research design and data generation, existing information sources and their acquisition, and analytic techniques. Students develop analytic methods necessary to create a well-considered thesis proposal. Design and updating of the MSPTC ePortfolio will be required in this seminar.
- Students taking this class are bound by the NJIT Honor Code

Course Materials:

Syllabus: [View Syllabus \(.pdf\)](#)
Welcome Letter:
Delivery Mechanisms: [Moodle \(http://moodle.njit.edu\)](http://moodle.njit.edu)

Labs: No lab for this course
Required Book: Social Research Methods: Qualitative and Quantitative
ISBN: ISBN: 0-7819-1403-X
Required Software: PSASW Statistics 18 Guide to Data Analysis.
Notes: Valuepack: PACKAGE ISBN-13: 978032125551

Please check the course syllabus for additional course materials requirements.

[* back to top](#)

Review of Directions for the Future: December 13, 2011 RASC Review

RECOMMENDATIONS: Working Group 3, employing the ViSTa strategic planning framework, recommended that

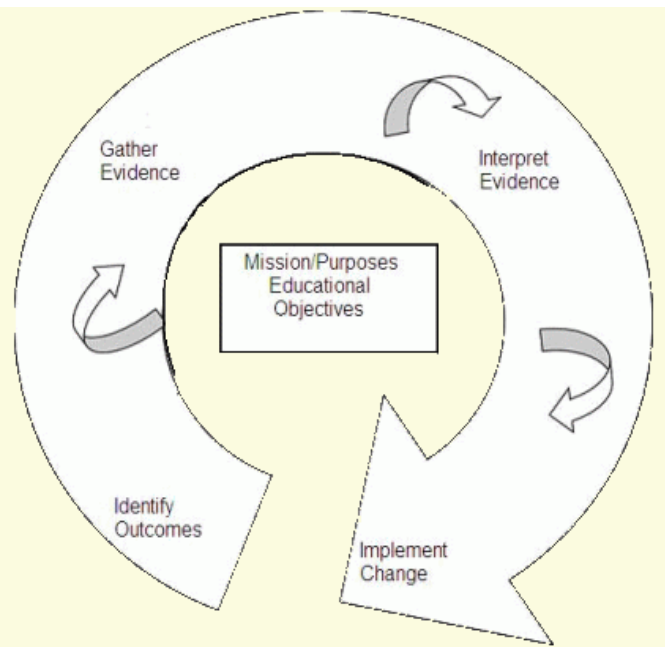
- NJIT fill key administrative vacancies in a timely manner to avoid long-running interim appointments. Special attention should be given to filling department chair appointments, recognizing recent changes in the *Faculty Handbook*;
- NJIT integrate total quality improvement into the emerging model of shared governance through continuing periodic review of administrative offices, structures, policies, and services.

AAC Review Requested!

- NJIT integrate total quality improvement through continuing periodic review of administrative offices, structures, policies, procedures and services. Leverage into the emerging model of shared governance into these periodic assessments. ~~through continuing periodic review of administrative offices, structures, policies, and services.~~

Challenge of Assessment

- Higher Education Opportunity Act (2008) underscores assessment as a top priority for accreditation



- More than 60% of reviews in the past cycle resulted in citations for inadequate assessment
- Notable Local Actions—Local schools have been cited for inadequate assessment

The NJIT Self Study: Reflection

“The extent to which each educational institution accepts and fulfills the responsibilities inherent in the [accreditation] process is a measure of its concern for freedom and quality in higher education and its commitment to striving for and achieving excellence in its endeavors.”

Criteria for the institution

- *that it is guided by well-defined and appropriate goals, including goals for student learning;*
- *that it has established conditions and procedures under which its mission and goals can be realized;*
- *that it assesses both institutional effectiveness and student learning outcomes, and uses the results for improvement;*

Why Schools Fail & How They Succeed

- Failure of Tenacity—tried, failed, gave up
- Unwarranted Speculation — 'gonna do it'
- Failure of Documentation — can't show we did it
- Failure of Imagination— not recognizing what is done
- Campaign approach— identify and rectify problems
- Empirical—plans are part of the assessment system
- Documentary—digital archives, hyperlink document
- Capaciousness—web of information

Student Learning Assessment: Web presence

✓ Central Assessment site

The screenshot shows the NJIT website header with the logo and navigation menu. The main content area is titled 'Institutional Effectiveness' and features a sidebar with a table of contents. The main text describes the 'Assessment of Student Learning' initiative, its objectives, and the role of the Program Review Process. The page is signed by Ian Gatley, PhD, Provost and Senior Vice President for Academic Affairs.

NJIT
New Jersey Institute of Technology
THE EDGE IN KNOWLEDGE

Popular Links | Calendar | Directory | Offices & Services | Search | Go

Information for: **Current Students** ▼

Home | About | Admissions | Academics | Research | Campus Life | Athletics | Continuing Ed | Beyond NJIT | News | Giving

Institutional Effectiveness

Overview
Committees
Draft of Final Self Study Report
Team Chair Visit
Podcasts
Resources
Assessment of Student Learning

Assessment of Student Learning

[Home](#) » [Institutional Effectiveness](#)

The NJIT Program Review Process, the centerpiece of the university's student learning assessment initiative, has four objectives: to provide a forum for the assessment and improvement of all degree granting and university programs; to demonstrate continuous improvement in the delivery of educational curricula; to promote a culture of assessment by building a cohesive assessment strategy; and to create a central, web-based repository for assessment design and supporting documents.

These objectives are yielding a university-wide forum for collaboration as we share the visions we have for our program, the strategies we use to achieve our program goals, tactics by which we implement these goals, and the metrics we use to measure our success. Our methods of assessment of educational effectiveness are thus aligned with our methods of assessment of [institutional context](#).

Because program review at NJIT is viewed as a research process, we are investigating new ways of understanding student achievement and reporting our findings. We are dedicated to designing and promoting program assessment initiatives within and beyond NJIT.

We hope that visitors enjoy our web-based repository.

Ian Gatley, PhD
Provost and Senior Vice President for Academic Affairs

[The NJIT Program Review Process](#)

Student Learning Assessment: Program Review Process

- ✓ Technical system for uploading and archiving program assessment materials

Welcome to Program Review Document Management System!! [Logout](#)

[Upload New File](#) | [View/Download/Delete File](#) | [Review Submitted File](#) | [Address Com](#)

Select criteria for which you want to view the files

File Name:
 Version:
 Year:
 Program: --Select--
 Degree: --Select--
 Length: Long- 10pages

List of files present in the database

(Click on the filename you want to download)

Filename	Year	Degree	Program	Date	File Version	No. of reviews	Accepted	View File Comments	Delete
Biology Program Review 2011.docx	2011	Bachelor of Science	Biology	2011-11-03	1	0	n	Click To View	
Biology Program Review 2011.docx	2011	Bachelor of Science	Biology	2011-11-29	1	1	n	NA	
BME_PhD.docx	2011	Doctor of Philosophy	Biomedical Engineering	2011-10-24	1	0	n	Click To View	
BME_PhD.1		Doctor of	Biomedical	2011-				NA	

Student Learning Assessment: Program Review Process

- ✓ **One-page Program Review**
Template and Scoring sheets defined and field-tested
All undergraduate and graduate programs reviewed
- ✓ **Full (10-page) Program Review: 5 year cycle.**
Approximately 11 programs reviewed every semester.
Guidelines and Table of Contents defined
- ✓ **Core Competency Testing (VSA)**
ETS Proficiency Profile
iSkills

The Cycle of Program Review

	A	B	C	D	E	F	G	H	I
	AY	Term	Number within Term	Random Number	Num	Degree Level	Degree	Program	CIP
1									
2	AY 2010/ 2011	Fall 2010	1	14	32	Bachelor's	B.S.	Enterprise Development	529999
3			2	20	66	Master's	M.S.	Bioinformatics	261103
4			3	22	8	Bachelor's	B.S.	Business & Information Systems	110401
5			4	65	15	Bachelor's	B.S.	Environmental Engineering	141401
6			5	92	78	Master's	M.S.	International Business	521101
7			6	100	67	Master's	M.S.	Applied Mathematics	270301
8			7	121	64	Master's	M.S.	Engineering Management	151501
9			8	132	43	Master's	M.S.	Bioelectronics	140501
10			9	143	76	Master's	M.S.	Management	520201
11		Spring 2011	1	192	86	Doctoral	Ph.D.	Computer Engineering	140901
12			2	197	79	Master's	M.S.	Enterprise Development	529999
13			3	202	1	Bachelor's	B.Arch.	Architecture	40201
14			4	203	55	Master's	M.S.	Environmental Engineering	141401
15			5	205	73	Master's	M.S.	Environmental Policy Studies	440501
16			6	208	6	Bachelor's	B.S.	Information Technology	110103
17			7	215	14	Bachelor's	B.S.	Engineering Science	141301
18			8	216	11	Bachelor's	B.S.	Chemical Engineering	140701
19			9	248	16	Bachelor's	B.S.	Mechanical Engineering	141901

Program Review Schedule

October 15: Programs subject to review in spring 2011 and fall 2011 will submit reports;

November 15: Sub committee on program review will send comments to program directors;

December 12: Program directors submit revised Reports

- The full committee will receive sub committee recommendations, including modifications to guidelines
- The full committee will approve, recommend revision, or reject reports;
- Program Review Committee gives final evaluations;
- Programs subject to review in spring 2012 will submit reports

Sub-Committee on Assessment: Moving Forward

Evolution of the Program Review Process:

- **Improved Guidelines based on reviews completed**
Modification to Guidelines for Graduate Programs
Modified template for externally accredited programs
- **Increased evidence of assessment**
Access to Course Learning Goals in Course Syllabi
Evidence of consistent assessment of DL courses
Links to tools that measure student learning outcomes in digital archive

The Road Ahead

- ✓ A collaborative process
 - ✓ Campaign continues
- ✓ A documentary process
 - ✓ Strengthening the evidence base
- ✓ A generative process
 - ✓ Implementing permanent, sustainable change

