

Report on NJIT Self-Study: Status on Re-Accreditation by the Middle States Commission on Higher Education

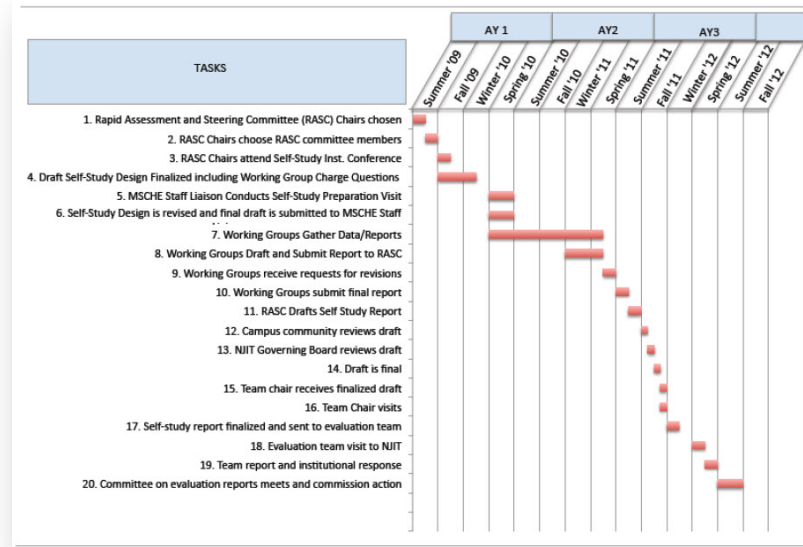
Presentation to the Administrative Affairs Council

May 3, 2011

Norbert Elliot and Judith Redling

Timeline: Where We Are Now: Spring and Summer, 2011

- May 4: Working Group Reports Round 2 Submitted and in Review
- May 13: Review by Robert Clark
- May 20: Working Group Reports Finalized and Placed on Self-Study Site
- Summer : RASC Prepares Near-Completion Final Report; Review by President



Time Line: Fall 2011-Spring 2012

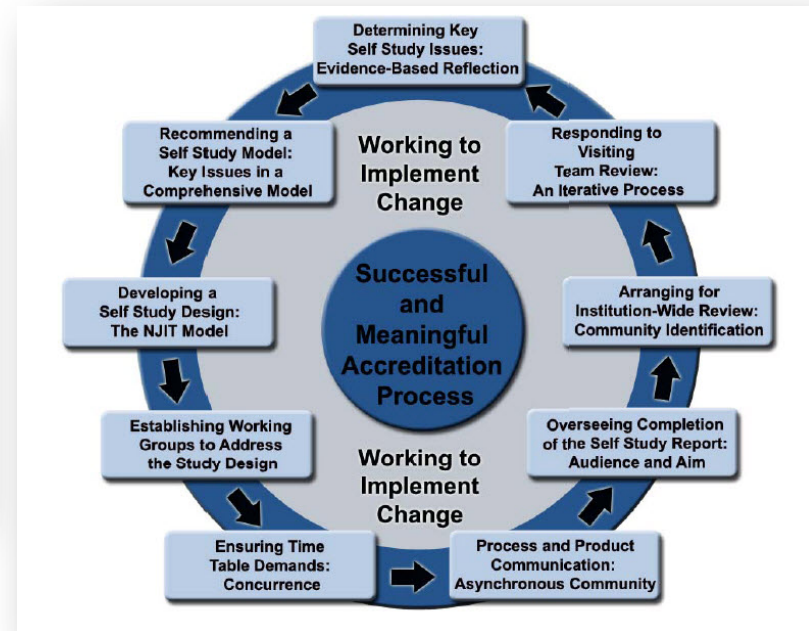
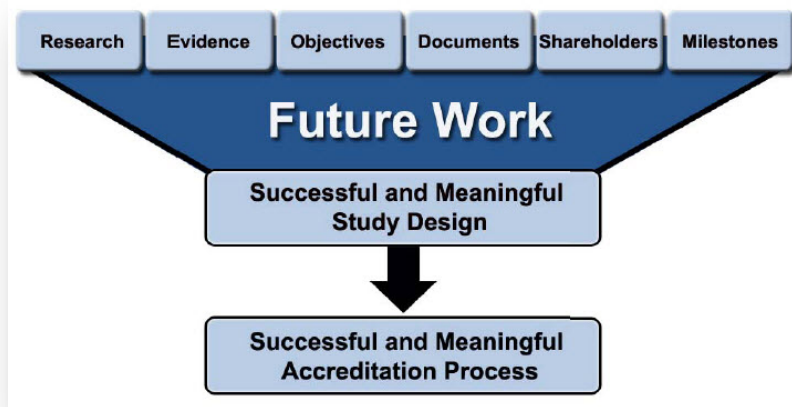
- **Fall 2011**
 - Campus community reviews draft self-study report.
 - Evaluation Team Chair reviews draft self-study report.
 - Institution's governing board reviews draft self-study report.
 - Institution sends draft self-study report to evaluation Team Chair, prior to Chair's preliminary visit.
 - Team Chair makes preliminary visit at least four months prior to team visit.
 - Institution prepares final version of the self-study report.
- **Spring 2012**
 - Institution sends final report to evaluation team and to MSCHE at least six weeks prior to team visit.
 - Team visit
 - Team report
 - Institutional response
- **Summer-Fall 2012**
 - Committee on Evaluation Reports meets
 - Commission action

Summary of Commission Actions

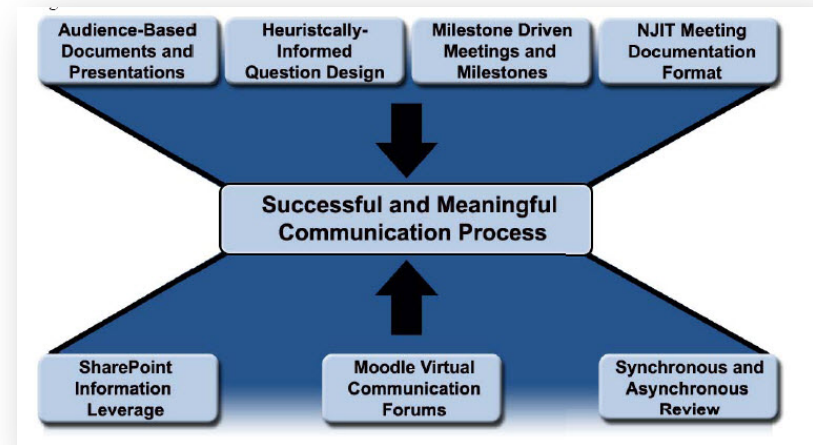
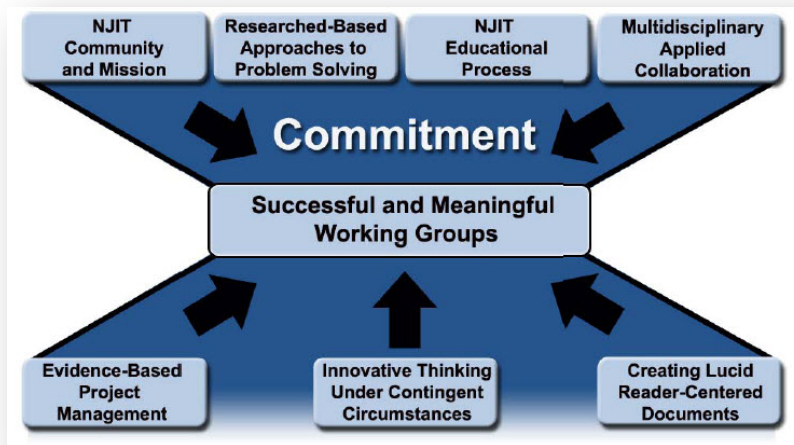
Summary of Actions a Team May Take or Recommend to the Commission

Is the institution in compliance with the standards?				
If the team's confidential answer is:	Then the team shares the following with the institution in the team report:		And the team shares the following confidentially with the Commission and only in the Chair's confidential Brief:	
	The team must provide this to the institution:	And the team may, at its option, provide this to the institution:	The team must recommend that the Commission take this action:	And the team may, at its option, recommend that the Commission take this action:
Yes ↓		1. Discuss significant accomplishments/progress or exemplary/innovative practices; 2. Offer suggestion(s) for institutional improvement and/or make recommendations	To reaffirm accreditation	To commend the institution for progress to date and/or the quality of its self-study process and/or the quality of the self-study
Yes, the team is confident of the institution's continuing compliance, but the team wants the institution to focus its attention on improvements in certain areas over the next few years. →	Make Recommendation(s)	1. Discuss significant accomplishments, significant progress, or exemplary/innovative practices; 2. Offer suggestion(s) for institutional improvement	To reaffirm accreditation and request that the Periodic Review Report, due June 1 [Year], address [specific issues that need attention or emphasis].	To commend the institution for progress to date and/or the quality of its self-study process and/or the quality of the self-study
Yes, but assurance is needed that the institution is carrying out activities planned or being implemented. →	Make Recommendation(s)	1. Discuss significant accomplishments, significant progress, or exemplary/innovative practices; 2. Offer suggestion(s) for institutional improvement	To reaffirm accreditation and to request a progress report, due by [date], documenting...	1. To request that the Periodic Review Report, due June 1 [Year], address [specific issues that need attention or emphasis]. 2. To commend the institution for progress to date and/or the quality of its self-study process and/or the quality of the self-study
Yes, but the team has concerns about continued institutional compliance with one or more standards. →	Make Recommendation(s)	1. Discuss significant accomplishments, significant progress, or exemplary/innovative practices; 2. Offer suggestion(s) for institutional improvement	To reaffirm accreditation and to request a monitoring report(s), due by [date], documenting...	1. To request that the Periodic Review Report, due June 1 [Year], address [specific issues that need attention or emphasis]. 2. A visit may/will follow submission of the monitoring report. (Note: This is optional, used if verification of institutional status and progress requires on-site review.) 3. To commend the institution for progress to date and/or the quality of its self-study process and/or the quality of the self-study
No, the institution is not in compliance with one or more standards. →	Make Requirement(s)	1. Discuss significant accomplishments, significant progress, or exemplary/innovative practices; 2. Offer suggestion(s) for institutional improvement 3. Make Recommendation(s)	To warn the institution that its accreditation may be in jeopardy and to request a monitoring report(s), due by [date], documenting... A visit will follow submission of the monitoring report	To direct a prompt staff visit to discuss Commission expectations.
The team does not have sufficient information to determine if the institution is in compliance. →	Identify Areas of Insufficient Information	1. Discuss significant accomplishments, significant progress, or exemplary/innovative practices; 2. Offer suggestion(s) for institutional improvement 3. Make Recommendation(s)	To postpone a decision on accreditation, and to request a supplemental information report, due by [date], documenting...	1. A visit may/will follow submission of the supplemental information report. (Note: This is optional, used if verification of institutional status and progress requires on-site review.) 2. To direct a prompt staff visit to discuss Commission expectations.


Self-Study Design Model and Steering Group Model



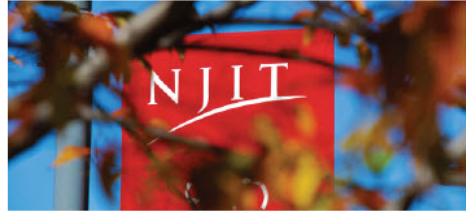
Working Group and Communication Models



Tour of Working Group Report



STANDARD 12: GENERAL EDUCATION



**REPORT OF WORKING GROUP 7: CURRICULUM:
EVIDENCE-CENTERED RESEARCH AND PROFESSIONAL-
BASED INSTRUCTION**

Chair: Robert Friedman
Vice Chair: Taha Marhaba

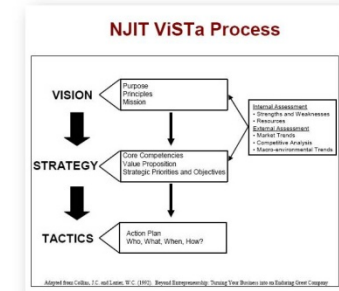
Committee Members: Stephen J. Tricamo, Gale T. Spak, Raymond A. Calluori, Jerry L. Fjermestad, Eric D. Hetherington, George G. Laskaris, Norman Loney, Swathi Manchikanti, William F. Reynolds, James C. Robertson, Haywantee P. Singh, Jamil E. Wilkins

*Prepared for the
Middle States Commission on Higher Education ♦ Accreditation 2012*

Chapter 12 Page 1

12.0 WORKING GROUP ASSESSMENT CHECKLIST FOR STANDARD 12

FUNDAMENTAL ELEMENTS OF GENERAL EDUCATION (From <i>Characteristics of Excellence in Higher Education: Requirements of Affiliation and Standards of Accreditation</i> (Philadelphia, PA: MSCHE, 2009))	TEAM EVALUATION 2=EMERGING EXCELLENCE 1=MEETS STANDARD
➤ a program of general education of sufficient scope to enhance students' intellectual growth, and equivalent to at least 15 semester hours for associate degree programs and 30 semester hours for baccalaureate programs (12.2.4);	2
➤ a program of general education where the skills and abilities developed in general education are applied in the major or concentration (12.2.3 and 12.2.4);	2
➤ consistent with institutional mission, a program of general education that incorporates study of values, ethics, and diverse perspectives (12.2.1);	2
➤ institutional requirements assuring that, upon degree completion, students are proficient in oral and written communication, scientific and quantitative reasoning, and technological competency appropriate to the discipline (12.2.3);	1
➤ general education requirements clearly and accurately described in official publications of the institution (12.1.1 and 12.2.2); and	2
➤ assessment of general education outcomes within the institution's overall plan for assessing student learning, and evidence that such assessment results are utilized for curricular improvement (12.2.7.2).	2



RECOMMENDATION 3	CAPSULE
<ul style="list-style-type: none"> • VISION: The desired future for the recommendation • STRATEGY: The methodology recommended to achieve the vision • TACTIC: The specific action recommended to implement the strategy • ASSESSMENT: The metric recommended to measure achievement of the vision 	<p>Create thematic learning communities in addition to those that are discipline-based.</p> <p>All students participate in at least one learning community as an undergraduate.</p> <p>Shift from a voluntary model for membership in a learning community while demonstrating the benefits of participation.</p> <p>For those students not choosing a discipline-based cohort, offer a choice of NJIT strategic vision options for selection.</p> <p>Expand the Learning Community 2011-2012 ViSta framework to include this new goal.</p>

Conclusions: The Road Ahead

- ✓ A documentary process
- ✓ A generative process

