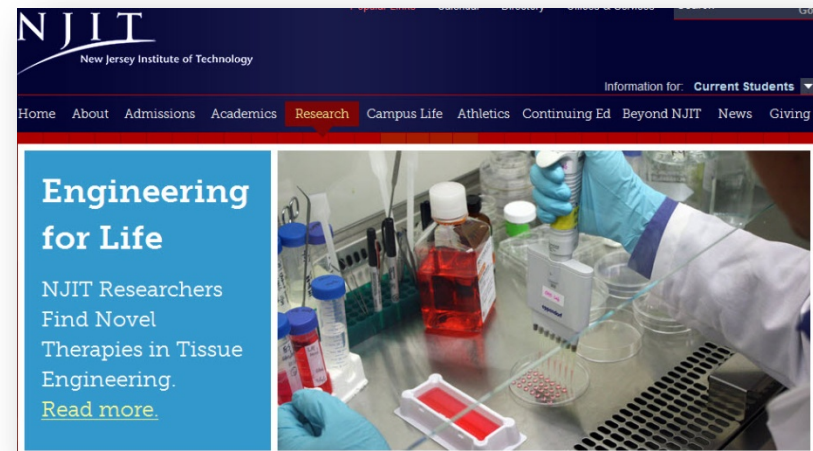


RASC Briefing: Preparing the Draft of the NJIT Self Study

RASC Members: Robert Barat, Edward Bischof, Joel Bloom, Fadi Deek, Perry Deess, Norbert Elliot, Tony Howell, Katia Passerini, Judith Redling, Marguerite Schneider (on leave), Richard Sweeney. Robert Clark (Consultant). Ewa Solarz (Assistant)

University Accreditation in the Era of Accountability

- 1945-1975: The Golden Age
 - New Jersey Institute of Technology name change in 1975
- 1976-1993: Diversity and Consolidation
- 1994-the Present: The Era of Accountability



For further reading, Cohen and Kisker, *The Shaping of American Higher Education* (2nd ed., 2010)

University Accreditation in the Era of Accountability

- What do we face today?
 - Action: What do our strategic plans reveal about our responsibilities to our shareholders?
 - Agent: How do we envision and empower those who will institute responsible change within the contemporary university system?
 - Agency: How will we ensure that our strategic plans and their assessment mechanisms are complementary, realized, evaluated, and improved?
 - Scene: How will budget restrictions reshape our present assumptions of university life?
 - Purpose: How will distinct units work, in complementary fashion, to ensure quality for all shareholders?

The NJIT Self Study: A Tour of the Working Group Reports

Standards for Accreditation

Institutional Context

Standard 1: Mission and Goals 1

Standard 2: Planning, Resource Allocation, and Institutional Renewal 4

Standard 3: Institutional Resources 9

Standard 4: Leadership and Governance 12

Standard 5: Administration 18

Standard 6: Integrity 21

Standard 7: Institutional Assessment 25

Educational Effectiveness

Standard 8: Student Admissions and Retention 31

Standard 9: Student Support Services 34

Standard 10: Faculty 37

Standard 11: Educational Offerings 40

Standard 12: General Education 47

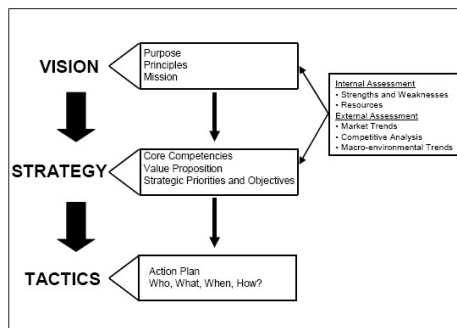
Standard 13: Related Educational Activities
(Basic Skills; Certificate Programs; Experiential Learning; Non-Credit Offerings; Branch Campuses, Additional Locations, and Other Instructional Sites; Distance or Distributed Learning; Contractual Relationships and Affiliated Providers) 51

Standard 14: Assessment of Student Learning 63



The NJIT Self Study: Gains and Challenges

NJIT ViSTa Process



CONNECTIONS COMMUNITY
Learning Communities at NJIT

Our Mission
Learning Communities at NJIT engage students within a network of faculty, advisors, and peer mentors focused on facilitating their transition to college and enhancing their learning experiences. The Learning Community structure creates an environment where students can celebrate a common purpose with integrity and quality.

Core Values for Community Connections
Learn Together, Connect for Life

Integration
Students learn best when they understand why. Together, students will take a writing class and math for other relevant class, as well as a weekly seminar where they can integrate their learning experiences.

Community
Through the Connections Mentality orientation program, students will be introduced to teams before the start of the semester. As learning is inherently social, the classroom environment will be collaborative—faculty, advisors, and students building and sharing knowledge. Peer mentors will facilitate online networking and study groups to enhance learning outside the classroom.

Reflection
In a weekly seminar, students will have the opportunity to express their goals and reflect on learning experiences across their curriculum. With the help of resources like NJIT's Communication Studio, students will build communication-based skills that are highly valued in today's workforce. Students will be encouraged to share and apply lessons learned, further integrating their knowledge.

Active Learning
Opportunities for community service projects and research will give greater purpose to the learner's experience, fostering personal and professional development. Community service projects build a spirit of civic engagement. Exposure to research gives students the opportunity to create something new with what they have learned.

Diversity
In collaborative endeavors, students inevitably encounter difference. Our students will represent a diversity of learners, in terms of cultural background, ethnicity, gender, and learning style. The capacity for tolerating differences, building agreement that honors all voices in the community, and demonstrating concern for how others are doing are crucial aspects of Community Connections.

To learn more log on to www.njit.edu/communityconnections

Assessment

Home > Institutional Research and Planning > Program Assessment

Academic Affairs: Core Values, Institutional Learning Goals, and General University Requirement Core Competencies

We hold these Core Values to be at the center of all that we do in academic affairs at NJIT:

We believe that education is a lifelong activity.

We believe in answering the call of service in a variety of community settings.

We believe in the exercise of leadership in both professional and citizenship activities.

We believe in the application of technology to improve quality of life.

We encourage a sense of entrepreneurial inquiry to foster creative growth.

We uphold a sense of civility that embraces respect and candor.

We celebrate diversity in all cultural contexts.

Our Staff

FactBook

Interactive Factbook

IRP Reports

Athletics Reports

Middle States

Data Analysis

NJIT Surveys

Program Assessment

To: Robert A. Altenkirch, President, New Jersey Institute of Technology

Final Report: Task Force on Undergraduate Retention and Graduation

Executive Summary

Meeting during the spring 2011 term under a charge from NJIT President Robert A. Altenkirch, the Task Force on Undergraduate Retention and Graduation reviewed national, regional, and state demands for accountability in the areas of placement, admissions, and graduation in order to investigate empirically the environment of undergraduate education at the university. The Task Force voted five motions: (1) Students have access to timely and successful completion of an NJIT degree; (2) For both calculus-based and non-calculus based courses, there will be no more than one 3-credit intervention for underprepared students; (3) Incoming fall freshman students should be placed through valid test scores and previous educational experience by mid-April (or when such information is available); and (4) NJIT will create a uniform advisement model (5) All first year students will take at most 16 credits per semester, with 18 credits as the exception, not the rule.

To garner university support, the Task Force offered four recommendations: (1) NJIT examine and improve the placement rate of students into credit-bearing courses and develop an evidence-based plan to reduce substantially the remediation rate for first year students; (2) NJIT create a unified, professional advisement system for undergraduate students; (3) NJIT continue to contribute to the state's economic competitiveness by producing professionals who will graduate in a timely fashion and contribute to workforce development; and (4) NJIT permanently establish a mechanism to examine issues related to retention and graduation under a shared governance structure.

Need for a Contemporary Governance System: The NJIT Model

- Representation among shareholders
- Clearly defined mission, vision, and authority associated with a governing body such as a *University Senate*
- Deliberation as an assurance of rigorous analysis
- Structured standing committees associated with the *Senate*
- Transparent committee processes and actions
- Responsive to New Jersey, regional, and federal environments
- Timely closure on key decisions

NJIT

New Jersey's Science & Technology University

THE EDGE IN KNOWLEDGE

Transition from Working Group Reports to Final Draft

- The self study has been central to the working life of NJIT
 - Not a peripheral activity
- The final draft will be analytic
 - Not descriptive
- The final draft will be evidence-centered
 - No unsupported assertions
- The final draft will be unified
 - No conflicting information or viewpoint
- The final draft itself serve as evidence of the NJIT strategic planning process
 - No aspects introduced that are not part of the design of the university
- The final draft will indicate use of benchmarks
 - No analysis is too unique for benchmark comparison
- The final draft will use a single voice representative of the university
 - No one constituency will control the report

Overview

- **The Timeline**
- **The Master Outline and Core Text**
- **The Digital Archive**
- **The Preliminary Visit of the Chair**
- **The Key Questions We Must Answer**

Timeline: On Target

Task	Start	End	Duration
Submission of self-study design to Liaison	March 9, 2010	April 6, 2010	1 month
Working groups gather data/reports	April 1, 2010	January 1, 2011	9 months
Working groups draft and submit report to RASC	January 1, 2011	April 30, 2011	3 months
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	October 31, 2011	November 8, 2011	1 week
Team chair receives finalized draft	November 8, 2011	November 11, 2011	3 days
Team chair visits	November 11, 2011	Week of December 12, 2011	1 month open
Self-study report finalized and sent to evaluation team	Week of December 12, 2011	February 10, 2012	2 months
Evaluation team visit to NJIT	March 1, 2012	Week of April 9, 2012	1 month open

Master Outline and Core Text: In Development

COMBINED TABLE OF CONTENTS

1.0 WORKING GROUP ASSESSMENT CHECKLIST FOR STANDARD 1.....	3
1.1 INTRODUCTION.....	3
1.1.1 <i>Précis: The NJIT Mission and the Commitment to the Pursuit of Excellence.....</i>	3
1.1.2 <i>An Overview of Group 1's Standard 1 Charge and Questions Addressed.....</i>	3
1.2 SELF STUDY INQUIRY AND OUTCOMES.....	4
1.2.1 <i>Mission Articulation from 2002 to 2011.....</i>	4
1.2.1.1 <i>2002 Self Study.....</i>	4
1.2.1.2 <i>The 2004-2010 Strategic Plan.....</i>	5
1.2.1.3 <i>2007 Periodic Review Report.....</i>	5
1.2.1.4 <i>The 2010-2015 Strategic Plan.....</i>	6
1.2.2 <i>Impact of the NJIT Strategic Plan, 2004- 2010.....</i>	7
<i>Sections 1.2.2.1 THROUGH 1.2.8 can be briefly summarized to show two things:</i>	
<i>1) What was achieved under the 2004-2010 plan</i>	
<i>2) What will be achieved under the new plan</i>	
<i>(This can be completed in a page or two!)</i>	
1.2.2.1 <i>Developing a Core of Nationally Recognized Programs.....</i>	7
1.2.2.2 <i>Improve in Research and Intellectual Property Development.....</i>	8
1.2.2.3 <i>Enrich the Quality of Life of the University Community.....</i>	10
1.2.2.4 <i>Increased enrollment and graduation of high achieving students from diverse national and international populations.....</i>	12
1.2.2.5 <i>Increased revenue from private sources.....</i>	12
1.2.3 <i>Additional Impacts on NJIT Mission.....</i>	12
1.2.4 <i>Causal Factors Associated with Change.....</i>	15
1.2.4.1 <i>Profession landscape.....</i>	16
1.2.4.2 <i>Student Demographics.....</i>	17
1.2.4.3 <i>Political Currents.....</i>	17

What areas are absent that demonstrate evidence of mission fulfillment?

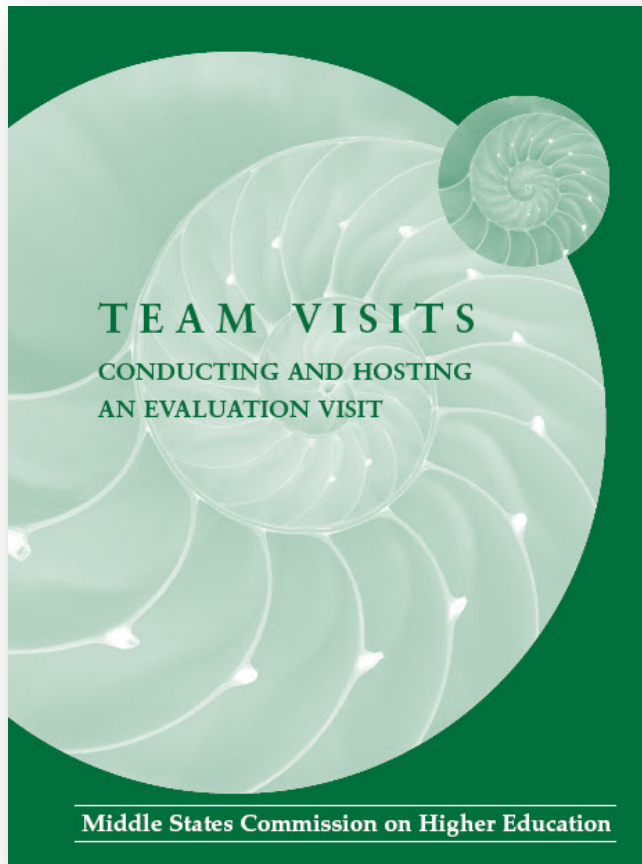
What areas must be combined to demonstrate an analytic, evidence-based framework?

The Digital Archive: In Development

The screenshot shows a Moodle course page for 'Introduction to Drupal Site Building' at NJIT. The page is divided into several sections:

- Header:** NJIT New Jersey's Science & Technology University logo on the left, and 'You are currently using guest access (Login)' and 'Moodle' text on the right.
- Navigation:** 'NJIT > Drupal Site Builder 1' breadcrumb.
- Left Sidebar:**
 - Activities:** Forums, Resources, Wimba Classrooms.
 - Search Forums:** Search input field with 'Go' button and 'Advanced search ?' link.
 - Administration:** 'Enroll me in this course' button.
 - Course categories:** 2011 Fall, 2011 Summer, Learn to Use Moodle, Archived Credit Courses, Academic Integrity, Career Services – Ace That Interview, Information Literacy, Faculty Development, etc.
- Main Content Area:**
 - Topic outline:** 'Introduction to Drupal Site Building'.
 - Description:** 'This course teaches users how to install Drupal in a Linux environment and how to setup, manage, and find support for a Drupal site. Students will learn how to add pages and organize a site with custom URL paths, menus, blocks and taxonomies. Students will also learn how to install themes and modules manually and with concurrent version source (CVS).'.
 - This Course Will Teach You:**
 - How to build a web site using Drupal
 - How to manage a Drupal website
 - How to use Drupal community support resources
 - Course Structure:**
 - 3 Weeks /w 15 mini topics
 - One or more video lessons for each topic
 - One or more links to readings or important resources
 - One discussion board to post questions and comments that will be answered within 24 hours
 - One hands-on activity per lesson that will result in a final project website
 - Two 1.5 hour class meeting per week using Wimba Web Conferencing
- Right Sidebar:**
 - Upcoming Events:** 'There are no upcoming events' with 'Go to calendar...' link.
 - Latest news:** '(No news has been posted yet)'.
 - Recent activity:** 'Activity since Monday, July 18, 2011, 07:45 AM' with 'Full report of recent activity...' link. Below it says 'Nothing new since your last login'.

Preliminary Visit of the Chair



- Tour of NJIT and hosting facilities
- Meetings with governing board, key administrative officers, the RASC, faculty, and students
- Discuss clarity and accuracy of draft, potential conflicts of interest, additional visits, time line (including the six week delivery date of materials), facilities, and agenda

Team chair is leader, facilitator, and organizer.

Key Questions We Must Answer

- **What is our mission, how has it driven our actions, and how do we assess those actions in terms of mission fulfillment?**
- **What is the level of mission penetration and consistency?**
- **Are the human, fiscal, and physical resources available now to support mission fulfillment?**
- **What plans are in place to support mission fulfillment in the future?**