



Finalized Core Middle States Charge Questions for Seven Working Groups

Group 1	NJIT Mission: Commitment to the Pursuit of Excellence
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MSCHE Standard: Standard 1—Mission and Goals

Chair: Nancy Coppola
Vice Chair: Sanchoy K. Das
Advisor: Joel Bloom
Advisor: Fadi P. Deek

1.0 Has the institution's stated mission evolved since the 2002 publication of *An Emerging Presence: Self Study and Strategic Plan*? Does the current NJIT mission statement reflect this evolution?

1.1 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*?

1.2.1 Are there other existing planning initiatives to consider?

1.2.2 What are the causal factors for change?

1.3 What has been the impact of the *NJIT Strategic Plan, 2004-2010* on the NJIT community?

1.4 How have we achieved mission differentiation? How have we achieved mission differentiation relative to other universities in our state?

1.5 Which new opportunities has NJIT adopted, and which has it excluded, given the desire for a focused mission strategy? Why were some opportunities adopted and others rejected?

1.6 Are we identifying markets that are congruent with our mission, and are we reaching those markets?

1.7 How has NJIT dealt with the challenges of global initiatives while serving its traditional community?

1.8 How well are NJIT's mission and goals communicated to the NJIT community?

1.9 How does the mission allow NJIT's schools and colleges to maintain their unique identities?

1.10 What is the relationship between the present MSCHE self study and the emerging *NJIT Strategic Plan, 2010-2015*?

Group 2	The NJIT Strategic Planning: The Resource Allocation Process
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MSCHE Standard: Standard 2—Planning, Resource Allocation, and Institutional Renewal
Standard 3: Institutional Resources

Chair: Gabrielle Esperdy
Vice Chair: Nancy Jackson
Budget Advisor: Edward Bishof

Questions Regarding Planning, Resource Allocation, and Institutional Renewal

- 2.0 How does the institution design its strategic planning process?
- 2.1 How does the institution assess its success in meeting its strategic priorities and objectives?
- 2.2 What new strategic priorities, objectives, and metrics have been developed since the 2002 self study regarding the allocation of resources?
- 2.3 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 been the impact of that process?
- 2.4 How do NJIT's major constituencies, both inside and outside the university, inform the planning process?
- 2.5 How are differences in perspectives among constituencies included in strategic planning?
- 2.6 How does NJIT use the results of strategic planning to initiate renewal?
- 2.7 How might the strategic planning, resource allocation, and assessment processes at NJIT be made more sustainable, meaning there is an expectation that they can and will be renewed and extended from year to year?
- 2.8 How might the strategic planning, resource allocation, and assessment processes at NJIT be made more transparent?
- 2.9 How is NJIT's strategic planning process integrated with its budget planning process?
- 2.10 What processes and controls are in place to assure that resources are allocated in a manner consistent with the strategic plan?

2.11 What external, environmental issues, at municipal, state, and/or regional levels, require increased attention?

2.12 What internal issues, those that have a direct impact on the NJIT university community, require increased attention?

Questions Regarding Institutional Resources

2.13 What are the most significant challenges facing NJIT regarding its human, financial, technological, and physical and facilities resources? How are these challenges identified? How are they addressed?

2.14 In light of challenges to its human, financial, technological, and physical resources, does NJIT have sufficient institutional resources, including personnel, to achieve mission success? Are available resources allocated to strategic priorities?

2.15 During the period of the present strategic plan, how will NJIT assure sufficient resources to foster education, research, economic development, and service? How can an assessment plan be designed to better reveal the effective and efficient use of resources to NJIT stakeholders? In other words, beyond mere transparency, how can assessment be qualitative in what it reveals?

Group 3	The NJIT Leadership Process: Institutional Constituencies and the Assurance of Integrity
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MSCHE Standard: Standard 4—Leadership and Governance
Standard 5—Administration
Standard 6—Integrity

Chair: Dale Gary
Vice Chair: Vincent Oria
Leadership and Governance Advisor: Sunil Saigal
Quality Improvement and Institutional Constituency Advisor: Richard Sweeney
Risk Management Advisor: Nicholas P Tworischuk

Questions Regarding Leadership and Governance

3.0 How may we best describe the leadership and governance processes at NJIT, and is that process captured in the *Faculty Handbook*?

3.1 How does NJIT work to ensure that its governance promotes adequate checks and balances?

3.2 What are the roles of the governing and advisory boards at NJIT?

3.3 What is the balance of diversity in the governing and advisory boards in terms of backgrounds, e.g. profit, not-for-profit, and non-profit sectors? How is diversity ensured and maintained?

3.4 What are the processes in place to assure the leadership future of NJIT in the areas of education, research, economic development, and service?

3.5 How are early career faculty, instructional staff, and administrators identified for their leadership potential, and how does the institution develop their potential?

3.6 How are ethnic and gender diversity issues incorporated in decision making?

3.7 What processes are in place for communication between the university community and the governing board?

Questions Regarding Administration

3.8 How may the NJIT administrative structure best be described?

3.9 Since the 2002 self study, what have been the most significant changes in the structure of NJIT's administration?

3.10 Generally, how have the university's strategic priorities, objectives, and metrics impacted administrative needs?

3.11 Specifically, how does NJIT adjust its administrative organization to meet newly emerging enrollment patterns and demand for new academic programs?

3.12 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?

3.13 Does the current administrative structure facilitate productivity improvements in education, research, economic development, and service?

Questions Regarding Integrity

3.14 How does NJIT achieve and communicate its integrity as the state's public science and technology university?

3.15 How does the university maintain an effective framework for ethical conduct in the areas of education, research, economic development, and service?

3.16 How do we foster, assess, and maintain the integrity of faculty, instructional staff, and administrators?

3.17 How do we foster a climate that demonstrates respect among students, faculty, staff, and administration for a range of backgrounds, ideas, and perspectives?

3.18 How does NJIT meet the standards of the New Jersey State Conflict of Interest statutory mandates, as well as ensure that the NJIT community is aware of, and complies with, the New Jersey State ethics laws, regulations, and executive orders?

3. 19 How does NJIT demonstrate integrity in faculty selection, promotion, tenure, retention, compensation, and administrative review?
3. 20 How does NJIT instill integrity across its colleges, student athletics, and other endeavors so that students adhere to principles of academic integrity while enrolled in our academic programs?
3. 21 How does NJIT instill integrity across its colleges so that students are educated to become ethical professionals upon graduation?
3. 22 How do NJIT's integrity policies compare to science and technology universities nationwide?

Group 4	Educational Outcomes: The Measurement of 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

Questions Regarding Institutional Assessment

- 4.0 How can NJIT best expand its university-wide assessment activities?
- 4.1 Does NJIT's comprehensive assessment plan serve as this university-wide, cohesive assessment plan?
- 4.2 How might NJIT's comprehensive assessment plan for institutional effectiveness be described in its relationship to the strategic planning process?
- 4.3 In what ways has NJIT's institutional assessment resulted in institutional renewal as a result of assessment reports and balanced scorecards?
- 4.4 How does institutional assessment inform the strategic planning process?
- 4.5 How does institutional assessment influence resource allocation?
- 4.6 Is there understanding and acceptance of the NJIT community regarding existing institutional assessment?

Questions Regarding Assessment of Student Learning

- 4.7 How does NJIT demonstrate that the institution's students have knowledge, skills, and competencies consistent with the NJIT mission?

4. 8 Specifically, does assessment yield performance-based evidence regarding the General University Requirements?

4. 9 Specifically, does assessment yield performance-based evidence regarding the degree programs?

4. 10 Have our current student learning outcomes led to curriculum transformation in terms of consistently achieved program objectives?

4. 11 Have our current student learning outcomes led to curricular adjustments in terms of increased student engagement?

4. 12 Have our current student learning outcomes led to curricular adjustments in terms of increased student retention and consistent quality of admitted students?

4. 13 Have existing assessment results led to informed decisions about curricular planning and resource allocation?

4. 14 How has assessment of student learning influenced instruction?

4. 15 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?

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

Questions Regarding Admissions

5. 0 What is the record 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 quality, diversity and growth? How will we meet these challenges during the period of the present self study?

5. 1 In a period of planned growth, are our academic standards and admission goals aligned? How are we meeting the challenges of enrollment growth and student quality?

5. 2 Are we prepared to meet possible future decline in enrollment cohorts?
5. 3 How are our current measures of predicting success identified? What new measures might we consider as predictors of success?
5. 4 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?
5. 5 What have been our admission patterns for students in the Albert Dorman Honors College?
5. 6 What have been our admission patterns for students in the Educational Opportunity Program?
5. 7 What have been our admission patterns for students in the athletic program?
5. 8 How well does the SAT Reasoning Test predict student success?
5. 9 Are sufficient resources allocated to undergraduate and graduate admissions?
5. 10 How is the admission function assessed?
5. 11 Has the institution assessed its recruiting material, website, and processes so that they are geared toward both undergraduate and graduate admission goals?
5. 12 What are our strategies for the recruitment of international graduate students?
5. 13 What are our strategies for the recruitment of domestic graduate students?
5. 14 Is full-time MS and PhD student support competitive with peer research universities?
5. 15 Is the projected enrollment sufficient to support the institution's projected financial needs?
5. 16 What is the relationship between retention and revenue?

Questions Regarding Retention

5. 17 What is the record 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?
5. 18 What are the barrier courses for retention? What programs would facilitate retention?
5. 19 How do our retention rates compare to peer and aspirant schools?
5. 20 Is there an observable relationship between admissions growth and enrollment

trends?

5. 21 What is the relationship between new academic programs and student recruitment?

5. 22 What is being done to identify and address the needs of students who are at risk of leaving the institution?

5. 23 What are the variables that most impact retention at NJIT, and what is being done to improve retention as these variables are identified?

5. 24 What steps have been taken to improve retention by improving curriculum delivery?

5. 25 How can we design and structure the following to improve retention and graduation: placement procedures; curriculum reform; and advancement and progression guidelines within the academic major?

5. 26 How does NJIT's combination of tuition/financial aid affect retention?

5. 27 What advisement models would facilitate retention?

Questions Regarding Student Support Services

5. 28 What changes in student services have occurred since the previous self study? What are the reasons for these changes?

5. 29 How might the functions and impacts of the following student support services best be described: admissions, financial aid, registration, orientation, advising, counseling, tutoring, academic discipline, health, housing, placement, student organizations and activities, cultural programming, child care, security, and athletic activities? What metrics are used to assess these impacts?

5. 30 To what degree have each of these student support services improved NJIT student satisfaction?

5. 31 Is there a need for an integrated model of student support services? If so, what steps might be taken to achieve it?

5. 32 How convenient is access to NJIT's various student support services?

5. 33 How effective are student support services? What metrics are used to measure them?

5. 34 Given projected enrollment growth, how does NJIT plan to serve greater numbers of students?

MSCHE Standard: Standard 10—Faculty

Chair: Robert Barat
Vice Chair: Marguerite Schneider
Advisor: Walter Konon

The Formation of Our Faculty: Qualifications, Recruitment, and Diversity

6.0 Is there a cohesive, institute-wide plan for faculty recruitment and retention that is aligned with NJIT's strategic plan? Does this plan meet the needs of NJIT's academic programs and the teaching of core courses within them?

6.1 What are the current demographics of our faculty? How do they compare to those of our peer universities? Are there differences between departments?

6.2 What are our strategies for ensuring a diverse faculty? What are the results of such efforts?

What is the institution's strategic plan for the replacement of retiring faculty?

6.3 Has the utilization of lecturers and adjunct faculty changed since the previous self study? If so, how? What is the current and future impact of such changes?

The Health of Our Faculty: Resources, Support, Retention, Growth

6.4 Are expectations regarding faculty teaching load and aggregate faculty student load clearly defined and feasible, given expectations for scholarship and service?

6.5 Are mentoring plans in place to assist new faculty to develop their skills to achieve excellence in instruction, research, and service? Are these plans in place at departmental, college-wide, and institute-wide levels? Are they comparable to those at our peer institutions?

6.6 Are there comparable plans in place to assist established and mid-career faculty?

6.7 What internal resources are available to help early career faculty obtain financial support for their research?

6.8 Are there adequate resources for mid-career and senior faculty to explore new research initiatives?

6.9 Is there overall equity in internal resource allocation?

6.10 What mechanisms and resources are in place for maintaining and supporting faculty productivity? How is success measured?

6.11 Are there differences in departments in faculty appointment, tenure and promotion? If such differences exist, how may they be identified and evaluated? Are they reasonable?

The Role of Our Faculty in the Life of NJIT: Curriculum, Research, Service, Governance

6.12 How are faculty involved in academic program development, assessment, and improvement? How is such involvement recognized and encouraged?

- 6. 13 To what extent are faculty adopting new technologies to enhance instruction and curriculum delivery?
- 6. 14 What mechanisms are in place to document faculty participation in curriculum development?
- 6. 15 How are faculty research interests considered during the formation of research plans on the departmental, college, and institute levels?
- 6. 16 How are faculty research interests integrated into the curriculum?
- 6. 17 What is the state of faculty governance at NJIT? Is it consistent with governance at our peer universities?
- 6. 18 How extensively does our faculty provide service to the institute? How are such efforts recognized and rewarded?

Group 7	Curriculum: Evidence-centered Research and Professionally-based Instruction
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MSCHE Standard: Standard 11—Educational Offerings
Standard 12—General Education
Standard 13—Related Educational Activities

Chair: Robert Friedman
Vice Chair: Taha F. Marhaba
Curriculum Advisor: Stephen J. Tricamo
eLearning Advisor: Gale T. Spak

Questions Regarding Educational Offerings

- 7.0 How do NJIT’s academic programs display academic content, rigor, and coherence appropriate to our mission?
- 7.1 How does the university’s ensure the maintenance of such academic content, rigor, and coherence? What role do accreditation agencies play in this assessment process?
- 7.2 Does each degree program have articulated core competencies, learning outcomes, student advancement and progression standards, and an outcomes assessment plan?
- 7. 3 How well do we disseminate the purpose and interrelationship of the requirements of their students’ degree programs?
- 7.4 How are students taught to think critically, analytically, and creatively within their majors?
- 7. 5 How has the curriculum been improved since the last self study in order to increase student engagement and retention engagement?

7. 6 How do new degree programs emerge at NJIT? What standards and processes are required for program approval on the institutional and state level?

Questions Regarding General Education

7. 7 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?

7.8 Can we demonstrate outcomes in the GUR?

7. 9 How does the GUR serve the NJIT mission?

7. 10 What is the orientation of the GUR? Is 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?

7. 11 How are learning outcomes and assurance of learning integrated into the GUR?

7. 12 How does NJIT assess that students are meeting the institution's goals for written communication, quantitative reasoning, and information literacy?

7. 13 How and why has the GUR changed since the previous self study?

7. 14 Is there need to undertake review of the GUR in light of new degree program initiatives during the period of the current self study, and if so, how can the GUR be structured to engage and retain students?

Questions Regarding Related Educational Activities

7. 15 How may we best describe the existing efforts and future direction for our basic skills placement, instructional, and assessment efforts in writing and mathematics?

7. 16 When admitted students lack proficiency in written and oral English, what programs and procedures are in place to ensure that these students are prepared and engaged? What procedures are in place to assist international students in securing communicative competencies?

7. 17 How may we best describe the existing efforts, future directions, and outcomes assessment strategies for each of the following: E-Learning, Experiential Learning, Non-Credit Offerings, and Graduate Certificate Programs?

7. 18 How is quality assured for students in our certificate programs?
7. 19 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?
7. 20 How has the NJIT concept of distance learning evolved since the last self study?
7. 21 What has been the impact of E-Learning upon NJIT's student engagement and retention?
7. 22 What affiliate relationships does NJIT have with other educational institutions, and how are these relationships maintained?
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