Rapid Assessment and Steering Committee—Year 2 Launch

RASC Members: Robert Barat, Edward Bishof, 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)

September 13, 2010
Welcome: New RASC Members

• Judith D. Redling, PhD: Associate Provost
• Katia Passerini, PhD: Associate Professor, School of Management, RASC Committee Member
• Robert Clark, PhD: Emeritus Professor of Chemistry, Rochester Institute of Technology, Consultant
Milestone Event: April 6, 2010

From: Mary Ellen Petrisko [MEPetrisko@msche.org]
Sent: Tuesday, April 06, 2010 5:05 PM
To: Elliot, Norbert
Subject: Self-study design

Dear Norbert, Steve, Perry, and Ewa,

I am pleased to inform you that I have now reviewed your revised design and am happy to approve this final document. Congratulations on this result of your good work! I look forward to next steps in the process and to our continuing collaboration.

As always, please let me know if you have questions or if there is any way in which I can be helpful.

Enjoy this beautiful day,
Best wishes,
Mary Ellen

Mary Ellen Petrisko, Ph.D.
Vice President
Middle States Commission on Higher Education
3624 Market Street
Philadelphia, PA 19104-2680
Tel: 267-284-5010 Fax: 215-662-5501
Email: mepetrisko@msche.org
MSCHE website: www.msche.org
Summer Progress Since Last RASC Meeting (May 11, 2010)

• Cohesive Presence in Office of Associate Provost

• Defined and Launched Assessment of Student Learning Program
Defined and Launched Assessment of Student Learning Program

The NJIT Program Assessment Model

- Institutional Level Goals
- Program Accreditation Demands
- Program Level Goals
- Design
- Implement
- Assess
- Gauge
Defined and Launched Assessment of Student Learning Program

Institutional Level Goals → Program Goals → Course Goals

The NJIT Academic Affairs Core Values: Institutional Level Core Learning Goals

1. An awareness of learning as a lifelong educational activity
2. An attitude towards research-based inquiry
3. An awareness of economic opportunity as integral to individual and community advancement
4. A call to service in a variety of community settings
5. An adoption of a leadership role in professional and citizenship activities
6. A disposition toward engagement within and beyond the NJIT community
7. A method of entrepreneurial inquiry when problem-solving
8. An application of technology to improve quality of life
9. An adoption of ethical conduct across circumstance
10. A view of diversity that celebrates cultural contexts
11. A sense of civility that embraces respect and candor
Defined and Launched Assessment of Student Learning Program

The NJIT Academic Programs *Learning Outcomes*: 
**Program Level** Core Learning Goals

1. Analytical and Problem-Solving
2. Quantitative Reasoning
3. Communication
4. Teamwork
5. Ethics
6. Information Literacy
7. Mastery of Own Discipline
Defined and Launched Assessment of Student Learning Program

- What is the cohesive framework of program assessment at NJIT?
- How are degree program and course goals integrated and articulated?
- How have planned assessment processes been implemented?
- How do assessment results provide convincing evidence of student learning?
- How have actions been taken as a result of assessment?
- How have program assessment results been communicated to a variety of shareholders?
Goals for Fall 2010 and Spring 2011

- Time Line and Document Centered
- Advanced Preparation for Fall of 2011
- Preparing the Self Study Report for Stakeholder Review in Fall of 2011

<table>
<thead>
<tr>
<th>Task</th>
<th>Start</th>
<th>End</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submission of self-study design to Liaison</td>
<td>March 9, 2010</td>
<td>April 6, 2010</td>
<td>1 month</td>
</tr>
<tr>
<td>Working groups gather data/reports</td>
<td>April 1, 2010</td>
<td>January 1, 2011</td>
<td>9 months</td>
</tr>
<tr>
<td>Working groups draft and submit report to RASC</td>
<td>January 1, 2011</td>
<td>April 30, 2011</td>
<td>3 months</td>
</tr>
<tr>
<td>Working groups receive requests for revisions</td>
<td>April 30, 2011</td>
<td>May 31, 2011</td>
<td>1 month</td>
</tr>
<tr>
<td>Working groups submit final report</td>
<td>June 1, 2011</td>
<td>July 1, 2011</td>
<td>1 month</td>
</tr>
<tr>
<td>RASC drafts self study report</td>
<td>July 1, 2011</td>
<td>August 31, 2011</td>
<td>2 months</td>
</tr>
<tr>
<td>Campus community reviews draft</td>
<td>September 1, 2011</td>
<td>September 30, 2011</td>
<td>1 month</td>
</tr>
<tr>
<td>NJIT governing board reviews draft</td>
<td>October 1, 2011</td>
<td>October 31, 2011</td>
<td>1 month</td>
</tr>
<tr>
<td>Draft is final</td>
<td>October 31, 2011</td>
<td>November 8, 2011</td>
<td>1 week</td>
</tr>
<tr>
<td>Team chair receives finalized draft</td>
<td>November 8, 2011</td>
<td>November 11, 2011</td>
<td>3 days</td>
</tr>
<tr>
<td>Team chair visits</td>
<td>November 11, 2011</td>
<td>Week of December 12, 2011</td>
<td>1 month open</td>
</tr>
<tr>
<td>Self-study report finalized and sent to evaluation team</td>
<td>Week of December 12, 2011</td>
<td>February 10, 2012</td>
<td>2 months</td>
</tr>
<tr>
<td>Evaluation team visit to NJIT</td>
<td>March 1, 2012</td>
<td>Week of April 9, 2012</td>
<td>1 month open</td>
</tr>
</tbody>
</table>
Time Line: Fall 2010 – Spring 2011

Fall 2010

• October 31: Working Groups Submit Finalized Documentation Identification and Needed Studies to RASC. Submit brief need statement.
• November 15: RASC gives Working Groups formatting standards.
• November 30: Working Groups Submit Detailed Outline to RASC based on pp. 27-39 (Research Questions) and pp. 42-47 (Proposed Outline) of *New Jersey Institute of Technology Self Study Design: A Science and Technology Research University for the 21st Century*
• December 17: RASC Returns Comments on Detailed Outline to Working Groups

Spring 2011

• February 28: Working Groups Submit *Preliminary Drafts*
• March 18: RASC Returns Comments on Preliminary Drafts
• April 15: Working Groups Submit *Near Completion* Documents to RASC
• April 30: RASC Returns Comments on Near Completion Draft to Working Groups
• May 12: Working Groups Submit *Final Copy* to RASC
Time Line: Fall 2011 – Spring 2012

**Fall 2011**

<table>
<thead>
<tr>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus community reviews draft self-study report</td>
</tr>
<tr>
<td>Evaluation team Chair reviews draft self-study report</td>
</tr>
<tr>
<td>Institution's governing board reviews draft self-study report</td>
</tr>
<tr>
<td>Institution sends draft self-study report to evaluation team Chair,</td>
</tr>
<tr>
<td>prior to Chair's preliminary visit</td>
</tr>
<tr>
<td>Team Chair makes preliminary visit at least four months prior to</td>
</tr>
<tr>
<td>team visit</td>
</tr>
<tr>
<td>Institutions with a selected-topics self-study that elect to have</td>
</tr>
<tr>
<td>a document review during the team visit: Conduct an early document</td>
</tr>
<tr>
<td>review</td>
</tr>
<tr>
<td>Institution prepares final version of the self-study report</td>
</tr>
</tbody>
</table>

**Winter or Spring, Academic Year 3**

<table>
<thead>
<tr>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution sends final report to evaluation team and to MSCHE at</td>
</tr>
<tr>
<td>least six weeks prior to team visit</td>
</tr>
</tbody>
</table>

**Spring 2012**

<table>
<thead>
<tr>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team visit</td>
</tr>
<tr>
<td>Institutions with a selected-topics self-study that elect to have</td>
</tr>
<tr>
<td>a document review prior to the team visit: Conduct an early document</td>
</tr>
<tr>
<td>review</td>
</tr>
<tr>
<td>Team report</td>
</tr>
<tr>
<td>Institutional response</td>
</tr>
</tbody>
</table>

**Summer or Fall after Academic Year 3**

<table>
<thead>
<tr>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Committee on Evaluation Reports meets</td>
</tr>
<tr>
<td>Commission action</td>
</tr>
</tbody>
</table>
The Fall 2010 and Spring 2011 RASC Shift

- RASC as Designers →
- Developmental Editors
- Document Writers
- Revision Specialists
- Certification Reviewers
Review of 2007 Periodic Review Reports

• Catherine Hennessey: Periodic Review Report—Fiscal Analysis

The following highlights were provided by Moody’s:

Strenghts
• Stable market position, with healthy student demand;
• Stable matriculation levels, averaging 43% over the past five years;
• Despite recent weakening in selectivity, from 55% in 2002 to 69%, remains a relatively selective institution, with increase in freshman class to 798 in 2006, from 661 in 2002;
• Diversified revenue stream, with low percentage of operating revenue derived from net tuition and fees (20%); and
• Consistent operating cash flow.

Challenges
• Modest balance sheet resources relative to debt;
• High leverage levels, though consistent with other public institutions in the State;
• Future state budgetary challenges expected to remain difficult; and
• While no new debt is anticipated, enrollment plans may necessitate additional debt.

NJIT appears to be financially well managed.
Review of 2007 Periodic Review Reports

• Katherine Mayberry: Periodic Review Report – Comprehensive Analysis
Significance of the NJIT Strategic Plan, 2010 – 2015

---DRAFT---

NJIT Strategic Plan
2010-2015

New Jersey Institute of Technology
--innovative, entrepreneurial, engaged

Mission

NJIT is New Jersey’s science and technology university, committed to the pursuit of excellence——

- in service to both its urban environment and the broader society of the region, state, and nation by conducting public policy studies, making educational opportunities widely available, and initiating community-building projects,
- in undergraduate, graduate, and continuing professional education, preparing students for productive careers and amplifying their potential for lifelong personal and professional growth;
- in the conduct of research with emphasis on applied, interdisciplinary efforts encompassing architecture, design, the sciences, including the health and life sciences, engineering, mathematics, transportation and infrastructure systems, information and communications technologies,
- in contributing to economic development through the state’s largest business incubator system, workforce development, joint ventures with government and the business community, and through the development of intellectual property;

NJIT prepares its graduates for positions of leadership as professionals and executives, provides educational opportunities for a broadly diverse student body, responds to needs of large and small businesses, state and local governmental agencies, and civic organizations, partners with educational institutions at all levels to accomplish its mission, and advances the use of technology as a means of improving the quality of life.

Vision

A preeminent science and technology research university known for innovation, entrepreneurship, and engagement.

NJIT
New Jersey’s Science & Technology University
THE EDGE IN KNOWLEDGE
Outstanding Issues Identified by RASC: Progress to Date