Career Development Services: Connections with the Middle States Commission on Higher Education Self Study at NJIT

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The Afternoon Session

• What is the role of Alumni in our programs and services?
• Why do we have such difficulty with getting students to complete their resume drafts?
Overview

• University Accreditation in the Era of Accountability
• The NJIT Self Study: A Tour of the Working Group Reports
• The NJIT Self Study: Gains and Challenges
• Connections between Career Development Services and the NJIT Self Study: The NJIT Strategic Plan, 2010-2015
• A Proposal for CDC & MSCHE: Connections for 2012
• Preparing for the 2012 Team Visit—and Beyond!
University Accreditation in the Era of Accountability

- 1636-1789: Colonial Education
- 1792-1869: The Emergent Nation
- 1870-1944: Industrialization
  - Newark Technical School founded in 1881
  - Degree Granting Authority granted in 1923
  - Newark College of Engineering in 1930
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

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 are complementary, realized, evaluated, and improved?
  – Scene: How will global competitiveness and digital communication 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
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- Standard 4: Leadership and Governance .................................. 12
- Standard 5: Administration .................................................... 18
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- Standard 7: Institutional Assessment ........................................ 25

Educational Effectiveness
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- 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
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Group 5: Admission and Retention: Designing the Student-Centered Campus

Middle States

NJIT
New Jersey's Science & Technology University

THE EDGE IN KNOWLEDGE
The NJIT Self Study: A Tour of the Working Group Reports

The NJIT Program Assessment Model

Institutional Level Learning Goals
College or School Disciplinary Demands
Program Level Learning Goals
Program Accreditation Demands
Course Goals
Implement Change
Assess Performance
Evaluate Assessment Results

Assessment

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

We hold these Core Values to be 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 can nor.
- We celebrate diversity in all cultural contexts.
The NJIT Self Study: Gains and Challenges

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
Connections between CDS and the Self Study: The 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 as citizens, 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.

The Edge in Knowledge

NJIT  
New Jersey’s Science & Technology University
Connections between CDS and the Self Study: The NJIT Strategic Plan, 2010-2015
A Proposal for CDC & MSCHE: Connections for 2012

NJIT Division of Career Development Services
Vision and Mission Statement 2010

Vision: To have career development become a widely integrated and invaluable component of the university's overall education delivery and student professional preparation strategies.

Mission: Career Development Services is a value-added contributor to the career planning and preparation of NJIT students and graduates. We are dedicated to continually improving our client services and assuming leadership in the profession of career development.

Our mission is fulfilled through assisting:

- Students in gaining a clear understanding of their career options and workplace requirements, in obtaining experiential learning opportunities in the private and public sectors, in developing job search and interviewing skills, and obtaining employment upon graduation;
- Alumni in refining their job search and interviewing skills, career objectives, gaining a clear understanding of their career options and workplace requirements, and obtaining meaningful employment in a specialty consistent with their education, experience, and personal goals;
- Faculty/staff in understanding the needs of employers and the academic preparation and associated skills necessary for graduates, and thus influencing curricula content and academic advisement;
- Employers in staffing their organizations with qualified students, graduates, and alumni capable of filling their workforce needs, and in developing closer and more effective relationships with university staff;
- The community in linking students, alumni, faculty, and staff directly to service and civic engagement activities with organizations committed to improving the quality of life for New Jersey residents.
Preparing for the 2012 Team Visit —and Beyond!

CDS Mission:

- **Students** in gaining a clear understanding of their career options and workplace requirements, in obtaining experiential learning opportunities in the private and public sectors, in developing job search and interviewing skills, and obtaining employment upon graduation;
- **Alumni** in refining their job search and interviewing skills, career objectives, gaining a clear understanding of their career options and workplace requirements, and obtaining meaningful employment in a specialty consistent with their education, experience, and personal goals;
- **Faculty/staff** in understanding the needs of employers and of the academic preparation and associated skills necessary for graduates, and thus influencing curricula content and academic advisement;
- **Employers** in staffing their organizations with qualified students, graduates, and alumni capable of filling their workforce needs, and in developing closer and more effective relationships with university staff;
- The community in linking students, alumni, faculty, and staff directly to service and civic engagement activities with organizations committed to improving the quality of life for **New Jersey residents**.

Role of CDS in the Era of Accountability

- What strategies may we use, including links with courses such as English 352, to help **students** complete their resume drafts?
- How may we strengthen the role of **Alumni** in our programs and services?
- How do we engage **instructors** so that the NJIT Institutional Learning Goals are integrated through the campus?
- How may **employers** be integrated into the NJIT community (beyond advisory boards) so that students may be better prepared for environments of global competitiveness and digital communication?
- How may **NJIT** advance the state, region, and nation as a leader in science and technology education?