



NJIT Self Study: Middle States Commission on Higher Education Meeting Documentation

Part 1. Attendance

Committee Number:	Group 5: Admission and Retention: Designing the Student-Centered Campus
MSCHE Standard Addressed:	Standard 8: Student Admission and Retention Standard 9: Student Support Services
Meeting Date:	11-30-09
Meeting Time:	11:30am-12:45pm
Meeting Location:	4415 GITC
Chair:	Edwin Hou
Vice-Chair:	Barry Cohen
Committee Advisors:	Perry Deess and Tony Howell
Committee Members Present:	John Carpinelli: ECE, NCE Barry Cohen: CS, CCS Perry Deess: Institutional Research Jack Gentul: Dean of Students Edwin Hou: ECE, NCE Kathy Kelly: Admissions Dawn Klimovich: Honors College Jonathan Luke: MATH, CSLA Greg Mass: CDS Julian Scher: IS, CCS Marc Sequeira: IT, CCS
Committee Members Excused:	Piero Armenante: ChE, NCE Ron Kane: Graduate Studies Talina Knox: Murray Center for Women in Technology Rajiv Mehta: SOM Risa Ott: Athletics Ronald Rockland: ET, NCE
Committee Guests:	

Meeting Purpose:	To discuss the self-study questions for Standards 8 and 9
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Part 2: Agenda

Agenda Items	
1	<p><u>Standard 8: Student Admission and Retention</u></p> <p>1) Admission Questions</p> <ol style="list-style-type: none"> a. How may we best trace the history 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 attending to quality, diversity and growth in the past? How will we meet these challenges during the period of the present self study? b. How do our admission goals compare to peer and aspirant schools? c. In that we are presently in a period of planned growth, are our academic standards and admission goals presently aligned? d. How are we meeting the challenges of enrollment growth and student quality? e. When predicted downtrends on enrollment patterns occur, are we prepared to meet those future challenges? f. How are our current measures of predicting success identified? What new measures might we consider as predictors of success? g. 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? h. What have been our admission patterns for students in the Albert Dorman Honors College? i. What have been our admission patterns for students in the Educational Opportunity Program? j. What have been our admission patterns for students in the athletic program? k. Does the SAT Reasoning Test yield prediction rates for student success similar to that of the ACT? l. Are the relative proportions of resources allocated to undergraduate and graduate admissions sufficient to meet admission goals? m. How is the admission function assessed? n. Has the institution assessed its recruiting material, website, and processes so that they are geared toward both undergraduate and graduate admission goals? o. What are our strategies for the recruitment of international students? p. What are our strategies for the recruitment of graduate students who are US citizens? q. Is full-time graduate student support competitive with peer research universities?

	<ul style="list-style-type: none"> r. Are enrollment projections sufficient to support the institution's financial projections? s. What is the relationship between recruitment and revenue? <p>2) Retention Questions</p> <ul style="list-style-type: none"> a. How may we best trace the history 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? b. How do we plan programs that facilitate retention? c. How do our retention goals compare to peer and aspirant schools? d. Is there an observable relationship between admissions growth and enrollment trends? e. What is the relationship between new programs and student retention? f. What is being done to identify and address the needs of students who might be at risk of leaving the institution? g. What are the variables that most impact retention at NJIT, and what is being done to improve retention as these variables are identified? h. Is there a relationship between NJIT's student learning engagement and retention? If so, what steps have been taken to improve retention by improving student learning? i. How can we design and structure the following to yield increased retention and graduation: placement procedures; curriculum reformation; and advancement and progression guidelines and within the academic major? j. If the Albert Dorman Honors College and the Educational Opportunity Program are taken as models of retention, how can quality, diversity, and growth be maintained by implementing these models for other student populations? k. How does NJIT's combination of tuition/financial aid affect its retention?
2	<p><u>Standard 9: Student Support Services</u></p> <ul style="list-style-type: none"> 1) What changes in student services have occurred since the previous self study? What are the reasons for these changes? 2) How might the functions and impacts of the following student support services best be described: admissions, financial aid, registration, orientation, advising, counseling, tutoring, discipline, health, housing, placement, student organizations and activities, cultural programming, child care, security, and athletic activities? 3) What metrics are used to assess these impacts? 4) To what degree have each of these student support services improved NJIT student satisfaction? 5) Is there a need for an integrated model of student support services? If so,

	<p>might new models be designed to integrate student support services into the NJIT curricular experience? What planning, infrastructure, and assessment would be required to achieve new models?</p> <p>6) What is the level of complexity for students to navigate and utilize NJIT's various student support services?</p> <p>7) How effective are student support services? What metrics are used to measure them, and to what are they compared?</p> <p>8) Given projected enrollment growth, how does NJIT plan to serve greater numbers of students?</p>
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Part 3: Discussion of Agenda

Discussion on Agenda Items	
1	<p><u>Standard 8: Student Admission and Retention</u></p> <p>1) Admission Questions</p> <p>a. How may we best trace What is the history 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 attending to quality, diversity and growth in the past? How will we meet these challenges during the period of the present self study?</p> <p>b. How do our admission goals compare to peer and aspirant schools? (We do not know about other schools' admission goals?)</p> <p>c. In that we are presently in a period of planned growth, are our academic standards and admission goals presently aligned? How are we meeting the challenges of enrollment growth and student quality?</p> <p>d. How are we meeting the challenges of enrollment growth and student quality? (Combined with (c))</p> <p>e. When predicted downtrends on enrollment patterns occur, are Are we prepared to meet those future challenges? possible future decline in enrollment cohorts?</p> <p>f. How are our current measures of predicting success identified? What new measures might we consider as predictors of success?</p> <p>g. What have been our admission patterns regarding the following student groups since the last self study: Men; Women men, women; African American; Native American; Asian; Hispanic; and White white students?</p> <p>h. What have been our admission patterns for students in the Albert Dorman Honors College?</p>

	<ul style="list-style-type: none"> i. What have been our admission patterns for students in the Educational Opportunity Program? j. What have been our admission patterns for students in the athletic program? k. Does How well does the SAT Reasoning Test yield prediction rates for student success similar to that of the ACT? (We do not use ACT results) l. Are sufficient the relative proportions of resources allocated to undergraduate and graduate admissions sufficient to meet admission goals? (Relative proportion is of no significance) m. How is the admission function assessed? n. Has the institution assessed its recruiting material, website, and processes so that they are geared toward both undergraduate and graduate admission goals? o. What are our strategies for the recruitment of international graduate students? (We have only a very small percentage of international undergraduate students) p. What are our strategies for the recruitment of domestic graduate students who are US citizens? (This would include permanent residents) q. Is full-time graduate MS and PhD student support competitive with peer research universities? r. Are Is the projected enrollment projections sufficient to support the institution's projected financial needs projections? s. What is the relationship between recruitment retention and revenue? <p>2) Retention Questions</p> <ul style="list-style-type: none"> a. How may we best trace What is the history 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? b. How do we plan What are the barrier courses for retention? What programs that would facilitate retention? c. How do our retention goals rates compare to peer and aspirant schools? (Do not know other school's retention goals) d. Is there an observable relationship between admissions growth and enrollment trends? e. What is the relationship between new academic programs and student recruitment retention? (Need clarification if it is retention) f. What is being done to identify and address the needs of students
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	<p>who are might be at risk of leaving the institution?</p> <p>g. What are the variables that most impact retention at NJIT, and what is being done to improve retention as these variables are identified?</p> <p>h. Is there a relationship between NJIT's student learning engagement and retention? If so, what What steps have been taken to improve retention by improving student learning curriculum delivery?</p> <p>i. How can we design and structure the following to yield increased improve retention and graduation: placement procedures; curriculum reformation; and advancement and progression guidelines and within the academic major?</p> <p>j. If the Albert Dorman Honors College and the Educational Opportunity Program are taken as models of retention, how can quality, diversity, and growth be maintained by implementing these models for other student populations? (ADH and EOP students have high retention rate due to the high resources put into them, it would be impossible to apply to all students)</p> <p>k. How does NJIT's combination of tuition/financial aid affect its retention?</p> <p>l. What advisement models would facilitate retention? (Advisement is an important component in retention)</p>
2	<p><u>Standard 9: Student Support Services</u></p> <p>1) What changes in student services have occurred since the previous self study? What are the reasons for these changes?</p> <p>2) 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?</p> <p>3) What metrics are used to assess these impacts? (Combined with (2))</p> <p>4) To what degree have each of these student support services improved NJIT student satisfaction?</p> <p>5) Is there a need for an integrated model of student support services? If so, might new models be designed to integrate student support services into the NJIT curricular experience? What planning, infrastructure, and assessment would be required to achieve new models-what steps might be taken to achieve it?</p> <p>6) What is the level of complexity for students to navigate and utilize How convenient is access to NJIT's various student support services?</p> <p>7) How effective are student support services? What metrics are used to</p>

	<p>measure them, and to what are they compared?</p> <p>8) Given projected enrollment growth, how does NJIT plan to serve greater numbers of students?</p>
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Part 4: Action Items from Agenda

Action on Agenda		Individual Responsible
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2		
3		
4		
5		

Part 5: Remaining Questions

Questions to be Answered		Individual Best Able to Provide Answers
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