

## Educational Outcomes: The Measurement of Institutional Effectiveness and Learning Ability

Please complete based on your own College/Program/Department. Return by 4/27/10 for discussion at the April 28 meeting (2:30-4pm)

College / Program / Department \_\_\_\_\_

### Part 1 - Questions Regarding Institutional Assessment

- 4.0 How can NJIT best expand its university-wide assessment activities?
- 4.1 What processes are in place to assure that NJIT.'s comprehensive assessment plan serves as a guide to university-wide, cohesive strategic planning?
- 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 authentic 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 What evidence exists that the NJIT community understands and embraces existing institutional assessment efforts?

### Part 2 - Questions Regarding Assessment of Student Learning

Q 4.7	What evidence demonstrates that there is campus support for the assessment of student learning?
Documentation	NJIT Strategic Plan Sub-committee on Outcomes Assessment; NJIT Information Literacy Plan; Use of common hour for common exams
Source	
Individual Most Knowledgeable	

Q 4.8	How do our current student learning outcomes ensure that there is consistent quality of admitted students?
Documentation	Placement exam; Office of Dean of Freshman Studies; Remedial and/or bridge courses; "C" policy; minimum GPA requirements
Source	
Individual Most Knowledgeable	

Q 4.9	How does NJIT document that the institution's students have levels of knowledge and skills that are consistent with the NJIT mission?
Documentation	Alumni surveys; Employer surveys; Pilot general exams on critical reasoning, reading and writing; FE exam; College/University Salary Survey (Ala); CDS placement data(?)
Source	
Individual Most Knowledgeable	

Q 4.10	What evidence is used to document that the General University Requirements are assessed through performance-based measures? <sup>1</sup>
Documentation	CSLA Strategic Plan; Accreditation reports (NCE)
Source	
Individual Most Knowledgeable	

Q 4.11	What evidence is used to document that degree programs are assessed through performance-based measures?
Documentation	Mostly department/college specific. Accreditation reports; Kepler system; Portfolio studies
Source	
Individual Most Knowledgeable	

Q 4.12	What evidence exists that our current student learning outcomes lead to curriculum transformation in terms of consistently achieved program objectives?
Documentation	Changes in GUR; minutes of UCRC meetings; minutes of meetings of Graduate Council; CSLA strategic plan
Source	
Individual Most Knowledgeable	

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<sup>1</sup> Hint: This question could be interpreted by focusing on GUR that impact your department and identifying how the courses offered by your department (as GUR) are assessed.

Q 4.13	How has assessment of student learning influenced instruction?
Documentation	TLT; Distance Learning; Moodle, Wimba, Clickers; Curriculum changes (UCRC, GC)
Source	
Individual Most Knowledgeable	

Q 4.14	What strategies have we used to demonstrate that current student learning outcomes lead to curricular adjustments in terms of increased student engagement?
Documentation	National Survey of Student Engagement; Student Feedback sessions; Common hours; Connections Miniversity; First-year seminar
Source	
Individual Most Knowledgeable	

Q 4.15	How do our current student learning outcomes lead to adjustments in terms of increased student retention?
Documentation	Retention Reports; Identification of "barrier" courses; In migration/out migration data; CAPE; Murray Center
Source	
Individual Most Knowledgeable	

Q 4.16	How do our current student learning outcomes lead to informed decisions about curricular planning and resource allocation?
Documentation	NJIT Strategic Plan; College Strategic Plans
Source	
Individual Most Knowledgeable	

Q 4.17	During the period of the present self study, how have we articulated the need to develop a university-wide outcomes assessment plan that unifies existing efforts? How is such a plan being developed? <sup>2</sup>
Documentation	NJIT Strategic Plan Sub-committee on Outcomes Assessment; NJIT Information Literacy Plan; Group 4 recommendations on University Wide Learning Outcomes and General Policies and timelines for University Wide Assessment
Source	
Individual Most Knowledgeable	

### **General Comments**

*4.9 How does NJIT document that the institution's students have levels of knowledge and skills that are consistent with the NJIT mission?*

In answering this question, consider focusing on how your department/program shows alignment with the NJIT mission statement. This may include, for example, evidence that our students are:

- Prepared to enter the workforce and be productive members of society having acquired the necessary skills and competencies to succeed (*how do we define these skills?*), and continue to learn effectively
- Able to acquire leadership positions as professionals and citizens?
- Well-rounded individuals who have been exposed to community and local projects that foster economic development and community building?

You may interpret the Mission statement as it relates to your specific department.

#### *NJIT Vision Statement:*

*A preeminent technological research university known for innovation, entrepreneurship, and engagement.*

#### *NJIT Mission Statement:*

*NJIT is the **state's technological research university**, committed to the **pursuit of excellence***

- *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, the sciences, including the health 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;*

<sup>2</sup> Hint: This will be discussed in Plenary. If possible, please list your ideas to contribute to brainstorming during the plenary discussion.

- *in **service** to both its urban environment and the broader society of the state and nation by conducting public policy studies, making educational opportunities widely available, and initiating community-building projects.*

*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 uses of technology as a means of improving the quality of life.*

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