

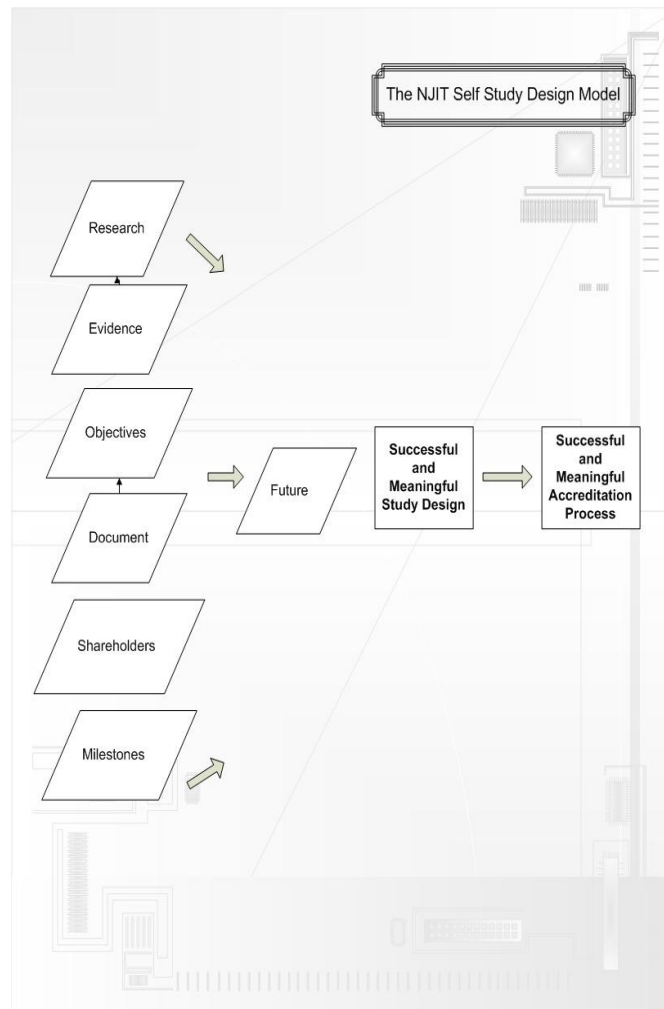
# Developing a Self Study Design: The NJIT Model

Meeting with Rapid Assessment and Steering  
Committee

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# The NJIT Self Study Design Model



# Prelude: What is a Self Study Design?

- A blueprint for the self study model, the self study process, and the final self study report
- A statement of the major outcomes that the institution expects for itself
- A demonstration that the institution possesses the characteristics of excellence described in the Commission's 14 accreditation standards
- A document length of under 50 pages

# Example 1: Statement of NJIT Major Expected Study Outcomes—A *Reflective* Orientation

- To reflect on the paths that we have taken over the past decade
  - An examination of previous university strategic plans and their impact
  - An examination of all previous accreditation visits and their impact
  - An examination of all internal assessments and their impact

# Example 2: Statement of NJIT Major Expected Study Outcomes—A *Documentary* Orientation

- To examine the impact of Project ORBIT (**O**rganizational **R**eengineering using **B**anner **I**nformation **T**echnology)—a multi-year, campus-wide effort to implement a new ERP (Enterprise Resource Planning) system—as a unifying technological force for the Commission's 14 accreditation standards
  - Transparency and accountability of administrative and academic processes
  - Vehicle for customer and student satisfaction

# Example 3: Statement of NJIT Major Expected Study Outcomes—A *Progressive Orientation*

- To establish outcomes assessment efforts in student learning that will contribute towards student professionalism and curricular transformation
  - Design core competencies for each NJIT major and the General University Requirements
  - Support EPortfolios for each NJIT undergraduate so that core and GUR competencies may be expressed
  - Assess the core competencies as they are expressed within the EPortfolio
  - Employ the results of the assessment to strengthen the curriculum

# Application of the SMART System

<b>S</b>	Specific	Describes exactly what is expected
<b>M</b>	Measurable	Quantifies the result that is expected
<b>A</b>	Actionable	Describes the actions the university will take
<b>R</b>	Realistic	Is highly challenging yet achievable
<b>T</b>	Time-based	Has a completion deadline

# The Design: The NJIT Variables

- Research-based
  - What questions will each of the 7 working groups pose and answer to address the Commission's 14 accreditation standards ?
- Evidenced-based
  - What are the existing and needed documents and studies that must be produced for accreditation?
- Objectives-based
  - Will the orientation of our major objectives be reflective, documentary, or progressive?
- Document-based
  - What will the chapters of the study design and final report look like?
- Shareholder-based
  - Who are the audiences for our work?
- Milestone-based
  - What timelines will ensure a robust meeting, drafting, reviewing, and finalizing of the final report?
- Future-oriented
  - What will be the impact of our design and report when the present accreditation cycle is completed?



# Outline for the Self Study Design

1. Description of NJIT
2. NJIT Mission
3. Recent NJIT Developments
4. MSCHE Accreditation and Resonance with the University Strategic Plan
5. Future NJIT Expectations
6. Justification of the NJIT Self Study Design Model
7. Expectations from the NJIT Self Study Design Model
8. Major Intended Outcomes from the Self Study
9. Goals, Objectives, and Tactics for the Self Study
10. Organization and Structure for the Self Study
11. Shareholder Analysis
12. Membership of the Rapid Assessment and Steering Committee
13. Charge to the Rapid Assessment and Steering Committee
14. Membership for the Seven Committees
15. Core Charges to the Seven Committees
16. Emerging Considerations from the Seven Committees
17. Outcomes Assessment Definition and Design
18. Unifying the NJIT Self Study and MSCHE 14 standards
19. Managing the Self-Study Process I: Time Line
20. Managing the Self-Study Process I: Reporting Structures and Peer Review
21. Managing the Self-Study Process III: Document Design
22. Managing the Self-Study Process IV: Planning for Post-Accreditation Impact
23. Profile Analysis for the Visiting Team
24. Works Cited and Consulted