



March 31, 2011 Status Report

Task Force on Undergraduate Retention and Graduation: ViSTA Work Plan

Strategy	Task Force Responsible	Objectives	Tactics	Metrics	Monthly Evaluation Status *
To create an information-based academic system that will lead to increased retention and graduation rates for NJIT undergraduate students	Task Force on Undergraduate Retention and Graduation				
		1. Define the assumptions underlying remediation as they relate to the NJIT mission and its undergraduate degree programs; and analyze the impact of remediation on retention and graduation.	Perform a literature review the defines the current national environment for student retention and graduation	Establish a basic bibliography of current studies affiliated with researchers from organizations such as the American Educational Research Association, the American Psychological Association, & the National Council on Measurement in Education Use these studies to establish comparisons for the present environment at NJIT and to set realistic retention and graduation goals.	● ●

				Perform a detailed cohort analysis of the time to graduation for each of our undergraduate programs and their enrolled students, with special attention to factors that yield information about the potential of student failure and the prediction of student success	●
		2. Create and implement a defined organizational structure for undergraduate placement	Ensure that GUR courses in English, mathematics, and chemistry carrying degree credit are taken, without prerequisite remediation, by full-time students in the fall semester	<p>Increased GUR credit course placement rate in these courses to at least 80%</p> <p>Decrease GUR remedial courses (“additive only” designation) to no more than 20%</p> <p>Offer summer GUR remedial courses to ensure the credit course placement rate of 80%</p> <p>Secure stable and increased success rate, defined as a grade of C or above for 80% for students, in both credit and remedial courses</p> <p>Secure stable or decreased grades of D, F, W, and I for no more than 20% of student in both credit and remedial courses</p>	<p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p>

				<p>Identify valid tests that can be used for rapid assessment of student skills once entering students are enrolled in courses</p> <p>Use survey and other supplemental information to advise entering students</p> <p>Explore the use of valid tests as post-test measures as part of the university student learning assessment effort</p>	<p>●</p> <p>●</p> <p>●</p>
		3. Create and implement defined organizational system for academic progression	Design a central NJIT model for student advisement	<p>Analyze NJIT model advisement systems—defined as those achieving a FTFT retention rate of 86%, a four year graduation rate of 40%, and a six-year graduation rate of 60%—and incorporate their best practices into a central university advising model</p> <p>Analyze national models of advisement systems to augment the central university advising model</p> <p>Launch at least one innovative advisement system in CCS, CoAD, CSLA, NCE, and SOM to ensure an increased four-and-six year graduation rate</p>	<p>●</p> <p>●</p> <p>●</p>

				<p>Ensure that 15% of Dorman Honors Scholars 15% of Equal Opportunity Program students are retained at a level of 86% in the first year and that these students achieve a four year graduation rate of 40% or a six-year graduation rate of 60%</p> <p>Assure that defined systems are in place to ensure the success of transfer students</p> <p>Determine the relationship between the number and kind of courses taken in fulfillment of the major and of the General University Requirements in terms of impact on time to graduation</p> <p>Using the five Institutional Learning Goals and the four Core Competencies, design a plan to use information from assessment of student learning in order to enhance retention and graduation rates</p> <p>Use the learning communities as a field-test site for the central model of student advisement</p>	<p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p>
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		4. Launch an experimental system to enhance the quality of academic life	Foster an environment of experimentation that yields increased rates of retention, increased time to graduation, and enhanced student learning.		●
				<p>Launch and assess at least eight learning communities with approximately 200 students in CCS, CSLA, NCE, and SOM as a way to achieve a system of academic progression</p> <p>Assess the existing CoAD student learning community to share information and adopt best practices.</p> <p>Launch and assess at least one learning community experiment for students who, upon advisement, decide to change majors</p> <p>Create a system for innovative proposals such as learning communities so that new experiments may be designed and evaluated for potential permanent adoption</p>	<p>●</p> <p>●</p> <p>●</p> <p>●</p>

				Explore the use of the NJIT thematic areas of integrated research and learning within experimental and traditional systems	●
		5. Communicate an Articulated Vision for the Future of the NJIT Instructional Environment	Use traditional and new media forms of reporting to communicate findings of the committee	Report the formative work of the Task Force using the NJIT Self Study meeting minutes format Report the summative work of the task force in traditional and new media forms to NJIT shareholders Ensure that issues raised and analyses undertaken in the task force become a permanent part of the NJIT shared governance model	● ● ●

* Monthly Evaluation Status:

- Strategic Plan implementation is proceeding well. Objectives likely to be met. Score of 3
- Strategic Plan implementation is proceeding. Objectives likely to be met with added focus on achievement of one or more objectives. Score of 2
- Strategic Plan implementation is proceeding. Objectives to be met with concerted effort to achieve one or more objectives. Score of 1

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