**New Jersey Presidents’ Council**

**Academic Issues Committee**

November 6, 2020 10:00 a.m.

Zoom Link <https://NJCU.zoom.us/j/94595538864?pwd=Vjk3MTBEcFNvTjJ2SngycWpPZ0Ztdz09>

Meeting ID: 945 9553 8864, Passcode: tPeK6sNj

MINUTES

1. Call to Order / Roll Call

**Present by Zoom:**

Sue Henderson, AIC Chair – NJCU

Nurdan Aydin – NJCU

Marsha Pollard – Berkeley College

David Stout – Brookdale Community College

Chris Capuano – Fairleigh Dickinson University

Joseph Marbach – Georgian Court University

Jeff Toney – Kean University

Robert Schreyer – Mercer County Community College

Patrick Leahy – Monmouth University

Willard Gingerich – Montclair University

Basil Baltzis – NJIT

Deborah Preston – Raritan Valley Community College

Roberta Harvey – Rowan University

James (Jim) Burkley – Rutgers University

Jennifer Palmgren – TCNJ

Jeffrey Osborn – TCNJ

**Also present by Zoom:**

Eric Taylor – Office of the Secretary of Higher Education

Guillermo de Veyga – NJCU

Jennifer Fitzgerald - NJCU

1. Approval of Minutes of the October 9, 2020 Meeting

Dr. Capuano moved for approval of the minutes of the October 9, 2020 meeting. The motion was seconded by Dr. Marbach. Minutes were approved.

1. Report from the Chair

Dr. Henderson reported Dr. Aydin and Dr. Harvey refined the AIC consultant selection criteria to help institutions eliminate conflict of interest. The committee agreed information clarifying

the expectations of a consultant should be added to the criteria. The following group will work collaboratively on the additional update: Dr. Aydin, Dr. Harvey, Dr. Preston, and Dr. Capuano.

1. New Programs
2. **Pillar College** 
   1. M.B.A. in Social Sector Management, CIP 52.0206

First Reader: Roberta Harvey, Rowan University

Second Reader: Mark McCormick, Middlesex County College

Dr. Harvey stated the new MBA program will join two other master’s degree programs for which the institution was previously authorized to exceed mission. This new program is well aligned to the institutional mission. The institution intends to seek accreditation by the International Accreditation Council for Business Education (IACBE) and aligned the program objectives and learning outcomes to five of the eight IACBE key learning outcomes. The institution has also articulated the application of business management to the range of social sector professionals who would benefit from this credential, particularly within faith-based organizations and related service sectors. The program is based on a well thought out concept described as an “interdisciplinary and human-centric model in academic professional career development for experienced directors, managers, and administrators” and provides graduates with “opportunities for intellectual, social, personal, professional, and spiritual formation” and to “acquire business management skills, have high impact cross-cultural learning experiences, and [engage] in problem-based experiential learning.” The institution appropriately sought commentary on the program as an MBA and chose someone with commensurate expertise and credentials. Several key issues are not addressed by the proposal nor clarified by the consultant’s report and the institution’s response:

* The learning outcomes plan is not mapped to the curriculum. Given that the program of study is specifically designed for the social sector and the curriculum has been designed to incorporate distinctive elements, it is critical for this to be clearly presented as well as validated by the consultant. The course descriptions provided appear to be catalog descriptions and do not readily align to the language of the learning outcomes.
* The assessment methods are generic and presented as online assessment activities and course feedback measures. The signature learning experiences in this program, the Professional Assessment and Seminar I and II and the Integrated Project-Based Capstone, are not discussed in the assessment plan.
* It is evident from the report that the consultant does not have a clear understanding of the program nor his role as a consultant. The report is loosely based on the AIC outline, does not respond to the specific questions in each area, and therefore has gaps. It is often cursory.
* The consultant does not comment on the appropriateness of the MBA credential nor the nomenclature (MBA in Social Sector Management). His comment in this vein is to observe that the program lacks the usual specialization options for an MBA, suggesting that he did not understand the objective of the program nor the intended student population. The consultant does not comment on the alignment of the objectives and outcomes to the IACBE outcomes.
* The comparisons to similar programs by the consultant are confusing. The consultant terms his comparisons “benchmarking” but the criteria metrics, and/or characteristics of that benchmarking are unclear and the consultant does not comment on the fact that two of his comparison programs are Master of Public Administration programs. The consultant does not seem aware that the choice of an MBA over an MPA is meaningful.
* The consultant’s recommendations often take the form of improvements to the proposal document, further suggesting lack of understanding of his role. Important information was not provided to him during the virtual site visit, such as the credentials of the faculty, admissions requirements, administrative structure, and information about facilities. These revisions were made to the document but the consultant did not conduct a follow up review.
* Some of the consultant’s observations are simply off-target. He was unaware of the institution’s two existing master’s programs and advised the institution regarding services to be provided for the new graduate student population type. He states that “the online delivery possibility is not discussed anywhere in the document” and that it should be given the pandemic. In fact, the program is designed to be online with two in-residency components.
* The demand analysis and enrollment strategy are similarly confusing and no insights are offered by the consultant. The demand data presented are not from the sectors the program proposes to serve. It appears that Pillar is designing the program primarily for their community organization partners, who have indicated a desire for their leadership to acquire this credential, and for their own students and alumni of their undergraduate programs, who typically enter employment in this sector and/or in the community.

Via email on November 8, 2020, the second reader Dr. McCormick concurred with Dr. Harvey’s analysis of the program and supported returning the proposal back to the institution.

**Action:** The AIC agreed that the proposal be returned to the institution to address the following:

1. Provide a curriculum map to show how the program is designed to deliver the intended learning outcomes and what students will do to demonstrate their achievement of the learning outcomes. Course-level assessments specific to the outcomes should be identified as appropriate. There should be a focus on the Professional Assessment and Seminar I and II and the Integrated Project-Based Capstone learning experiences, in which students reflect on, assess, synthesize, and apply their learning.
2. Provide to the consultant the information that was missing from the proposal on the credentials of the faculty, admissions requirements, administrative structure, and facilities supporting the online and in-residency components of the program and request a follow-up evaluation.
3. Request that the follow-up evaluation from the consultant also comment on the alignment of the proposed coursework to the International Accreditation Council for Business Education Key Learning Outcomes, the appropriateness of the proposed program of study as an MBA, and the appropriateness of the Master of Business Administration credential as compared to the Master of Public Administration in terms of the program objectives.
4. Provide a brief response to the consultant’s follow-up evaluation.
5. **Sollers College** 
   1. M.S. in Information Technology, CIP 11.0103

First Reader: Chris Capuano, Fairleigh Dickinson University

Second Reader: David Stout, Brookdale Community College

Dr. Capuano stated the program proposal is missing a great deal of information, beginning with information about the college itself. While the consultant has a lot of relevant professional experience, it does not appear that he has much experience teaching or administering graduate level programs in IT or related areas. The consultant reviewed the program and recommended approval without any recommendations. Although the consultant covered all elements in the AIC manual, much of his report was very brief, vague at times, and simply repeated the language in the AIC manual. In addition, there was no evidence of a site visit though the consultant references some elements of facilities in his report. The curriculum seems to be appropriate, but the college needs to substantiate more of the things noted in the proposal. The learning outcomes assessment plan was incomplete as it is not clear how any courses relate to the program outcomes, other than being listed in a table next to each program outcome. There doesn’t appear to be any full time faculty as they state there will be three visiting faculty. It is unclear if the faculty are adjunct faculty or if any work full-time for the institution. It will be very difficult to deliver a 36 credit master’s program with just three visiting faculty. It is unclear who will be directing the program as none of the three faculty were named as the director. It also is not clear if the students are going to be full-time, part-time, traditional, non-traditional, or working professionals. It appears that the program is built for full-time study only yet the consultant says the program can be modified to accommodate part-time students. This is not addressed in the College's response, and it's unclear how this would be possible given the course sequence provided. It seemed unusual that they have a minimum undergraduate GPA of 2.0 for admission to the program as most master’s programs in NJ require a minimum undergraduate GPA of 3.0 or higher. The proposal mentions a library although students may not use it as they also refer to a third party vendor that provides online library resources. Dr. Capuano recommended the proposal not be forwarded to the Presidents’ Council for consideration, but rather returned to the institution to be reworked. The second reader Dr. Stout concurred with Dr. Capuano and added there is no evidence of a real thorough analysis by the consultant. Additionally, the consultant report should be rejected as the background does not match what the standards for the program will be. Dr. Stout seconded the recommendation to send the proposal back to the institution to be reworked.

**Action:** The AIC agreed that the proposal be returned to the institution to address the following:

1. Have a new consultant evaluate the program and include a site visit.
2. Provide more detail around learning outcomes.
3. Provide clarity around faculty including who will lead the program.
4. Clarify targeted student population.
5. Clarify usage of competency-based education, which appears to apply to the proposed program.
6. Clarify whether students will use the library on campus, third party library resources, or both.

V. For Your Information

1. **Berkeley University**
   * + - Two New Certificates
         * Electrocardiography Technician Training Program, CIP 51.0902
         * Phlebotomy Technician Training Program, CIP 51.1009
2. **Felician University**
   * + - Name Change – **From**  Felician University School of Business **To** Felician University School of Business and Information Sciences
3. **Rutgers Biomedical and Health Sciences**
   * + - Change of Credit Requirements to the M.S. in Clinical Nutrition degree program, CIP 51.3102
4. **Rutgers University – Newark and New Brunswick**
   * + - Six New Graduate Certificates
         * Graduate Certificate in Accounting and Information Systems, CIP 52.1301
         * Graduate Certificate in Finance and Economics, CIP 52.1301
         * Graduate Certificate in Management and Global Business, CIP 52.1301
         * Graduate Certificate in Management Science and Information Systems, CIP 52.1301
         * Graduate Certificate in Marketing, CIP 52.1301
         * Graduate Certificate in Supply Chain Management, CIP 52.1301

VI. New Business