Decennial Evaluation
Regional Accrediting Organizations:

- Middle States Association of Colleges and Schools Middle States Commission on Higher Education (MSCHE)
- New England Association of Schools and Colleges Commission on Institutions of Higher Education (NEASC-CIHE)
- North Central Association of Colleges and Schools The Higher Learning Commission (NCA-HLC)
- Southern Association of Colleges and Schools Commission on Colleges (SACS)
- Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges (WASC-ACCJC)
- Western Association of Schools and Colleges Accrediting Commission for Senior Colleges and Universities (WASC-ACSCU)
Degree-granting institutions which offer one or more postsecondary educational programs at least one academic year in length in Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, the Virgin Islands and other geographic areas in which the commission now conducts accrediting activities.
PLANNING COMMITTEE

Co-Chair, Charles Robbins, Vice Provost
Co-Chair, Dan Davis, Professor Geosciences

Associate Chair, Tonjanita Johnson, Chief Deputy to the President
Associate Chair, Marsha Pollard, Assistant Provost for Academic Administration

Dean of CAS, Nancy Squires
Graduate Student Government, Charilaos Papadopoulos
OIR Representative, Philip Doesschate
Representative of Stony Brook Medicine, Latha Chandran
Representative of CEAS, Harbans Dhadwal
University Senate, Alan Tucker
Undergraduate Student Government, Anna Lubitz
PEER REVIEW AND ACCREDITATION

Based upon the results of an institutional review by peers and colleagues assigned by the Commission, accreditation attests to the judgment of the Commission on Higher Education that an institution:

- Has a mission appropriate to higher education;
- Is guided by well-defined and appropriate goals, including goals for student learning;
- Has established conditions and procedures under which its mission and goals can be realized;
- Assesses both institutional effectiveness and student learning outcomes, and uses the results for improvement;
- Is accomplishing its mission and goals substantially;
- Is organized, staffed, and supported so that it can be expected to continue to accomplish its mission and goals;
- Meets the eligibility requirements and standards of the Middle States Commission on Higher Education.
SELF STUDY

- Comprehensive – every aspect of the University is reviewed – undergraduate, graduate, professional schools, the Medical Center and all locations
- Other accrediting bodies
- Report must be based on evidence and data driven
- More rigorous than in the past
- 75 % of institutions now are required to submit one or more follow-up reports at specified intervals
STANDARDS – INSTITUTIONAL CONTEXT

Standard 1: Mission and Goals

The institution’s mission clearly defines its purpose within the context of higher education and indicates who the institution serves and what it intends to accomplish. The institution’s stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are used to develop and shape its programs and practices and to evaluate its effectiveness.

Standard 2: Planning, Resource Allocation, and Institutional Renewal

An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

Standard 3: Institutional Resources

The human, financial, technical, facilities, and other resources necessary to achieve an institution’s mission and goals are available and accessible. In the context of the institution’s mission, the effective and efficient uses of the institution’s resources are analyzed as part of ongoing outcomes assessment.
STANDARDS – INSTITUTIONAL CONTEXT

Standard 4: Leadership and Governance

The institution’s system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

Standard 5: Administration

The institution’s administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution’s organization and governance.
STANDARDS – INSTITUTIONAL CONTEXT

Standard 6: Integrity
In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.

Standard 7: Institutional Assessment
The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.
Standard 8: Student Admissions and Retention
The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students’ educational goals.

Standard 9: Student Support Services
The institution provides student support services reasonably necessary to enable each student to achieve the institution’s goals for students.

Standard 10: Faculty
The institution’s instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.
STANDARDS
EDUCATIONAL EFFECTIVENESS

Standard 11: Educational Offerings
The institution’s educational offerings display academic content, rigor, and coherence appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

Standard 12: General Education
The institution’s curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.
STANDARDS
EDUCATIONAL EFFECTIVENESS

Standard 13: Related Educational Activities
The institution’s programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

Standard 14: Assessment of Student Learning
Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution’s students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.
SELF-STUDY TIMETABLE

- **Summer 2011** - ✔
  - MSCHE reminds institution of the pending evaluation and invites it to The Self-Study Institute.

- **Fall 2011** - ✔
  - Self-Study Institute held to orient institutions beginning self-study
  - Steering Committee Chair(s) and members chosen
  - MSCHE staff liaison schedules self-study preparation visit to the institution

- **Spring 2012** - ✔
  - Institution chooses self-study model
  - Institution determines types of working groups that will be needed
  - Draft self-study design finalized, including charge questions for working groups

- **Spring 2012** - ✔
  - MSCHE staff liaison conducts self-study preparation visit – May 23 & May 24, 2012
  - Staff liaison approves institution’s self-study design
SELF-STUDY TIMETABLE

- Fall–Spring 2012-2013 Academic Year
  - Steering Committee oversees research and reporting by working groups
  - Working groups involve the campus community
  - Working groups submit reports

- Winter, 2013
  - MSCHE selects the evaluation team Chair, and the institution approves the selection
  - Chair and institution select dates for team visit and for the Chair’s preliminary visit
  - Institution sends a copy of the self-study design to the team Chair

- Spring-Summer 2013
  - MSCHE selects evaluation team members, and the institution approves the selection
  - Steering Committee receives reports from working groups and develops a draft self-study document
SELF-STUDY TIMETABLE

- **Fall 2013**
  - Campus community reviews draft self-study report
  - Evaluation team Chair reviews draft self-study report
  - Institution’s governing board reviews draft self-study report
  - Institution sends draft self-study report to evaluation team Chair, prior to Chair’s preliminary visit
  - Team Chair makes preliminary visit at least four months prior to team visit

- **Winter or Spring 2014**
  - Institution sends final report to evaluation team and to MSCHE at least six weeks prior to team visit
SELF-STUDY TIMETABLE

- Spring 2014
  - Team visit
  - Team report
  - Institutional response

- Summer 2014
  - Committee on Evaluation Reports meets June 2014
  - Commission action
BOTTOM LINE

Create and document a comprehensive culture of assessment that addresses the fourteen standards of excellence
NEXT STEPS

- Institutional support
  - Staffing
  - Technology
  - Budget
- Planning Committee
  - Self-Study Design
- Steering Committee
- Work Groups
WORK GROUPS

Work Groups

Work Group One – (Planning Committee)
  • Standard One: Mission and Goals

Work Group Two –
  • Standard Two: Planning, Resource Allocation and Institutional Renewal
  • Standard Three: Institutional Resources
  • Standard Seven: Institutional Assessment

Work Group Three –
  • Standard Four: Leadership and Governance
  • Standard Five: Administration
  • Standard Six: Integrity
WORK GROUPS

Work Groups—

• **Work Group Four** -
  - Standard Eight: Student Admissions and Retention
  - Standard Nine: Student Support Services

• **Work Group Five** –
  - Standard Ten: Faculty

• **Work Group Six** –
  - Standard Eleven: Educational Offerings
  - Standard Twelve: General Education
  - Standard Thirteen: Related Educational Activities
  - Standard Fourteen: Assessment of Student Learning
Thank you!