

Get on Board: Reaffirmation 2016

Overview of the Self Study Process

What is Self Study?

- A process through which the institution carefully considers
 - Its educational programs and services with particular attention given to student learning and achievement; and
 - How well programs and services accomplish institutional goals, fulfill the mission, and meet the Middle States Commission on Higher Education (MSCHE) (our accrediting body) standards

Why should we do Self Study?

- Are we achieving what we want to achieve?
- What should we do to improve our effectiveness in achieving our fundamental aims?
- Answers are achieved by planning and assessment – the MSCHE 14 standards are key, but most important are Standards 2 (Planning and Resource Allocation), 7 (Institutional Assessment), and 14 (Student Learning Assessment).

What is the primary purpose of Self Study?

- Advance institutional self understanding and self-improvement
- Demonstrate to external audiences that the institution meets the MSCHE standards for accreditation

What are MSCHE's expectations?

1. The institution conducts a thorough review of assessment information to either confirm current activities or make appropriate modifications of programs and services to meet changing needs.
2. The institution has an institutional plan and documented, sustained and organized assessment processes.
3. The institution conducts ongoing planning and assessment and systematically uses data to continually inform institutional and unit decisions regarding programs, services, initiatives, and resource allocation

Self-Study Model

- Comprehensive Report Reordering Standards to Reflect an Institution
- 8 sections
- Standards appraised – focus is on telling our story about our culture

Who is involved in the Self Study process?

- Self study **involves everyone** in the university, but there are two key groups that organize and shepherd the process:
 - Steering Committee – (appointed by Institution) organizes the self study process, produces a draft report, and disseminates the final report
 - Working groups/subcommittees – (faculty, staff and student volunteers) collect and examine existing data and prepare analytical reports for their assigned topics

What is my role in this Self Study process?

- Know the 14 standards
- Join a subcommittee
- Respond promptly to all requests for documents or assessment data
- Attend all training sessions
- Follow the Self Study website and Blackboard site for updates, activities, and documents
- Ask questions
- Help us speak with one voice

14 Standards of Excellence (1-7)

Institutional Context

- Standard 1: Mission and Goals
- Standard 2: Planning, Resource Allocation, and Institutional Renewal
- Standard 3: Institutional Resources
- Standard 4: Leadership and Governance
- Standard 5: Administration
- Standard 6: Integrity
- Standard 7: Institutional Assessment

14 Standards of Excellence (8-14)

Educational Effectiveness

- Standard 8: Student Admissions and Retention
- Standard 9: Student Support Services
- Standard 10: Faculty
- Standard 11: Educational Offerings
- Standard 12: General Education
- Standard 13: Related Education Activities
- Standard 14: Assessment of Student Learning

What are the Self Study Subcommittees?

- Subcommittee 1: Standards 1 and 6 - Mission, Goals, and Integrity
- Subcommittee 2: Standards 2 and 3 – Planning, Resources, and Institutional Renewal
- Subcommittee 3: Standards 4 and 5 – Leadership, Governance, and Administration
- Subcommittee 4: Standards 8 and 9 – Student Admissions and Support Services
- Subcommittee 5: Standard 10 – Faculty
- Subcommittee 6: Standard 11 Educational Offerings
- Subcommittee 7: Standards 12 – General Education
- Subcommittee 8: Standard 13 –Related Educational Activities
- Subcommittee 8: Standards 7 and 14: Institutional Assessment and Student Learning Assessment

Mission, Goals (1) and Integrity (6)

Mission and Goals

- Clearly defined statement of its mission and goals
- Goals consistent with mission and appropriately focused.
- Mission and goals are the result of collaboration

Integrity

- Widely publicized, fair and impartial processes and practices
- Healthy academic climate
- Truth and honesty are essential
- Accuracy and availability of factual information about the institution

Planning, Resources, and Institutional Renewal (2 and 3)

- Mainstay of how we function
- Closely tied to assessment and institution's mission and values and unit level goals
- Balanced university goals with external expectations and demands
- Proper use of resources
- Deciding how to allocate resources
- Sound financial planning and resource allocation

Leadership, Governance (4) and Administration (5)

- Shared collegial governance
- Governance structure provides for a governing body with sufficient independence and expertise
- Organized administration - clearly defined roles and responsibilities
- Qualified administrators - effective leadership and efficient management
- Administrative staff working effectively as a team and cooperatively with other constituencies

Student Admissions (8) and Support Services (9)

- Students as primary beneficiaries
- Admission and retention practices supporting student success
- Well organized services required
- Responsiveness to full spectrum of diversities
- Flexible services
- Recreational and intramural and intercollegiate athletics supporting the mission

Faculty(10)

- Faculty characteristics
- Role in curriculum development and strategic planning
- Faculty incentives
- Extent of reliance on adjunct faculty

Educational Offerings (11)

- Assesses the alignment of the university's program
- Continuous assessment and revision of programs
- Positive feedback in 2005
- There were several recommendations:
 - regular schedule for revisions
 - better coherence between levels of education and timely graduation and advancement for students.
 - systematic collection and analysis of data
 - more comprehensive advisement structure

General Education (12)

- Appropriateness of the general education program to the institution's mission
- Adequacy in cultivating basic skills and engaging questions of ethics and values
- Adequacy of assessment process - assuring students' development and improving the program

Related Educational activities (13)

- Related activities encompass additional services offered in support of its mission
- Major areas of focus are:
 - distance education or distributed learning,
 - alternative instructional sites or branch campuses,
 - non-credit and certificate program offerings,
 - basic skills provided for under prepared students, and
 - experiential learning.

Institutional Assessment (7) and Student Learning Assessment (14)

- The brain of the institution's operations
- Institutional assessment - student learning and institutional effectiveness
- Ongoing institutional activity
- University assessment - third element of a four-step planning-assessment cycle
- MSCHE's expectation for assessment
- Data needs to be **meaningful, useful, and used.**

How can I participate in the process?

- Join a subcommittee: Contact Co-chairs Lena Walton (lwalton@udc.edu), Yolanda Harris (yharris1@udc.edu) or Brenda Brown (bbrown@udc.edu) or one of the subcommittee chairs.
- Self- enroll in the “Middle States 2016 Self Study” organization on Blackboard and participate in the Discussion Board

How do I enroll in the “Middle States 2016 Self Study” organization on Blackboard?

1. Login to Blackboard
2. Click on the Organization tab at the top of the screen
3. Type “Middle States 2016 Self Study” in the search box
4. Wave the mouse next to the name until you see the drop down arrow.
5. Click “Enroll”

Where can I find more information about self study process?

- Go to the Middle States Commission on Higher Education website:

<https://www.msche.org/>