Middle States Decennial Review

Self-Study Status and Next Steps

April 2, 2013
Topics

- Overview of Middle States Accreditation
- Overview of Self-Study Process
- Status of Self-Study Report
- Self-Study Timeline
- MSCHE Concerns for UB
- Annul Assessment Reports
- Next Steps
Higher Education and Regional Accreditation
Is Accreditation Important?

Extremely!

Anything less than reaffirmation of full accreditation **WILL** affect UB in critical ways:

- Recruitment/enrollment
- Flagship status/UB 2020 goals
- External perceptions of UB
- Specialized accreditation
- Funded research
Middle States’ Standards for Accreditation

1. Mission and Goals
2. Planning, Resource Allocation, and Institutional Renewal
3. Institutional Resources
4. Leadership and Governance
5. Administration
6. Integrity
7. Institutional Assessment
8. Student Admissions and Retention
9. Student Support Services
10. Faculty
11. Educational Offerings
12. General Education
13. Related Educational Activities
14. Assessment of Student Learning
Overview of Self-Study Process

Self-Study Working Teams Identified (12/10)

Working Teams Collect Evidence and Write Reports (2/11-6/12)

Self-Study and Evidence File Creation (6/12-12/12)

“Soft” Kick-Off (2/11)

Official Kick-Off with Middle States Liaison (3/12)

Final Revision and Copy-Editing (12/12-5/13)
## Status of Self-Study Report

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Overview of Self-Study Process

- Distribution of Draft for Review (6/13)
- Incorporation of Feedback (7/13)
- Share Revised Self-Study with Mock Review Team (7/13)
- Mock Review (8/13)
- Incorporate Feedback from Review Team (9/13)
- Share Final Draft with Executive Committee (10/13)
- Final Version Printed (12/13)
- Team Visit (3/14)
MSCHE Areas of Concern

- Sustainability and consistency of assessment efforts
- Linking assessment results to planning and budgeting
- Closing the loop
- Alignment of assessments (curriculum mapping)
- Development of Student Learning Outcomes for all programs
- Staff and institutional support for assessment
- Use of quantitative and direct measures
- Communication of assessment results
- Goals and assessment plans for all functional units (academic support units)
- Culture of Assessment/faculty engagement
- Incorporation of student learning assessment into assessment of institutional effectiveness
- Formal Assessment Plan Document
MSCHE Concerns for UB
(2009 Periodic Review)

• Sustained, coherent, comprehensive process for assessing institutional effectiveness

• The institutional standing committee on assessment has been working to draft an institutional assessment plan.

• Systematic assessment of student learning at all levels

• Requirements for annual assessment report
Annual Assessment Reports

• Reports are due by June 30th and should include:
  1. Unit/Program mission
  2. Operational Goals or Program Learning Outcomes
  3. Assessment methods and key metrics
  4. Brief highlight of key assessment results
  5. Implications of results – is there a need to change course or should status quo be maintained?
Next Steps

• MSCHE will name our team chair and review team will be identified
• Draft review and comment period (through September)
• Compilation of assessment reports into university-wide assessment report (appended to self-study)
• Preparation for site visit