Decennial Self-Study and Review for Reaccreditation by the Middle States Commission on Higher Education

by
Richard Thorsen

February 2011
Content of the Presentation

1. What is the Decennial Self-Study and Review?
2. Schedule
3. The Steering Committee
4. The 14 Standards to be Addressed for Reaccreditation
5. NYU-Poly Goals for the Self-Study
6. MSCHE Expectations
7. Working Groups
8. The Self-Study design
9. Guiding Principles
10. Summary Remarks
11. Appendix – The 14 Standards in Detail
1. What is the Decennial Self-Study and Review?

- The Higher Education Act (HEA) of 1965 mandated accreditation by a national accrediting body to establish eligibility for federal funds to institutions and to students enrolled in those institutions. The Commission on Higher Education (CHE) is the recognized accrediting body. It is organized into several regional accrediting bodies and NYU and NYU-Poly are in the Middle States Commission on Higher Education (MSCHE).
- Initial accreditation is for five years and each subsequent reaccreditation is for ten years.
- Polytechnic’s last reaccreditation was in 2002-2003.
- We must now seek reaccreditation during 2012-2013 and the process begins now!
1. What is the Decennial Self-Study and Review?

**Importance of MSCHE Accreditation**

- Title IV funds go only to colleges accredited by Federally recognized accreditors.
- Students can receive federal aid only at accredited institutions.
1. What is the Decennial Self-Study and Review?

Core of the Review

- Institutional self-study to determine strengths and weaknesses relative to 14 standards and plans to address weaknesses that lend themselves to data-driven assessment of progress

- A formal Self-Study Report structured along MSCHE guidelines (which are adaptable to nuances of NYU-Poly)

- Review of the Report and a site visit by peer evaluators. (MSCHE staff do not do the evaluation.)

- MSCHE recommendation(s)
2. Schedule

Principal Phases

- Organization and Preparing for the Self-Study (winter-spring 2011).
- Undertake Self-Study consistent with the Self-Study Design (see below). This culminates in a written Self-Study Report presented to MSCHE in early fall 2012 (Summer 2011-fall 2012).
- Site Visit (spring 2013).
- Report of Peer Review Team and MSCHE decision on Reaccreditation
3. The Steering Committee

Roles and Characteristics

- Guide the entire Self-Study Process
- Representation from key constituencies of the Institute
- Respected leaders
- Bring critical resources/knowledge to the Self-Study
- Honest and Fair in their views of the Institute
- Rigorous in their ability to frame issues, gather data, draw conclusions and formulate actions
- Ability to provide leadership to Working Groups
- Willingness to serve
3. The Steering Committee

MSCHE Self-Study Steering Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allen, Sarah</td>
<td>Undergraduate Student</td>
<td><a href="mailto:sallen01@students.poly.edu">sallen01@students.poly.edu</a></td>
</tr>
<tr>
<td>Choi, Ji Mi, Co-Chair</td>
<td>VP Strategic Initiatives, President's Chief of staff</td>
<td><a href="mailto:jchoi@poly.edu">jchoi@poly.edu</a></td>
</tr>
<tr>
<td>Day, Kristen</td>
<td>Professor of Humanities and Social Sciences, Department Head</td>
<td><a href="mailto:kday@poly.edu">kday@poly.edu</a></td>
</tr>
<tr>
<td>Dintino, Dennis</td>
<td>VP, Finance and Administration</td>
<td><a href="mailto:ddintino@poly.edu">ddintino@poly.edu</a></td>
</tr>
<tr>
<td>Hamberger, Russ (NYU)</td>
<td>Assistant Provost for Academic Program Review</td>
<td><a href="mailto:bwh1@nyu.edu">bwh1@nyu.edu</a></td>
</tr>
<tr>
<td>Jankunis, Bethany, Co-Chair</td>
<td>Assistant Vice President of Administrative Planning and Initiatives</td>
<td><a href="mailto:bjankunis@poly.edu">bjankunis@poly.edu</a></td>
</tr>
<tr>
<td>Jiang, Jimmy</td>
<td>Graduate Student</td>
<td><a href="mailto:yjiang07@students.poly.edu">yjiang07@students.poly.edu</a></td>
</tr>
<tr>
<td>Kalkhoran, Iraj</td>
<td>Associate Provost for Undergraduate Academics</td>
<td><a href="mailto:iraj@poly.edu">iraj@poly.edu</a></td>
</tr>
<tr>
<td>Mainiero, Michael</td>
<td>Director of Assessment and Institutional Research</td>
<td><a href="mailto:mmainier@poly.edu">mmainier@poly.edu</a></td>
</tr>
<tr>
<td>Miller, Edward</td>
<td>Professor of Mathematics; chair, Graduate Curriculum and Standards Committee</td>
<td><a href="mailto:emiller@poly.edu">emiller@poly.edu</a></td>
</tr>
<tr>
<td>Richman, Jana</td>
<td>Director of Library Services</td>
<td><a href="mailto:jrichman@poly.edu">jrichman@poly.edu</a></td>
</tr>
<tr>
<td>Smith, James</td>
<td>Trustee</td>
<td></td>
</tr>
<tr>
<td>Thorsen, Richard, Chair</td>
<td>Vice President Emeritus, Senior Advisor to the President, MSCH Liaison</td>
<td><a href="mailto:rthorsen@poly.edu">rthorsen@poly.edu</a></td>
</tr>
<tr>
<td>Vradis, George</td>
<td>Associate Professor; Department Head, Mechanical and Aerospace Engineering</td>
<td><a href="mailto:gvradis@poly.edu">gvradis@poly.edu</a></td>
</tr>
<tr>
<td>Zurawsky, Walter</td>
<td>Associate Professor, Department Head; Associate Provost for Graduate Academics, formerly Speaker of the Faculty</td>
<td><a href="mailto:zurawsky@poly.edu">zurawsky@poly.edu</a></td>
</tr>
</tbody>
</table>

The Chair and two Co-Chairs will serve as an Executive Committee for the Steering Committee
4. The 14 Standards to be Addressed for Reaccreditation

Note: The 14 Standards are presented in detail at the end of this presentation.
5. NYU-Poly Goals for the Self-Study

**What**

- Provide compelling evidence that we satisfy the 14 Standards for reaccreditation
- Provide a Roadmap, embraced by the NYU-Poly community, for future improvement
- Reinforce efforts to become a School of NYU by providing strategies and evidence of excellence to move up the “indicator” bars
- Produce a Self-Study Report that will be a standard for NYU’s own reaccreditation in 2014-2015
5. NYU-Poly Goals for the Self-Study

How

• Have a goal for everything we do
  ➢ Institutional goals (mission & strategic plan)
    • Administrative goals
      – Division goals
        » Administrative unit goals
  ➢ Student learning goals
    • Institutional
    • General Education curriculum
    • Academic programs
    • Student development programs
    • Support programs
5. NYU-Poly Goals for the Self-Study

How (continued)

• Make sure our students graduate with the learning we value.
  ➢ What knowledge, skills, competencies, and attributes does a successful student have?
  ➢ Why do we think these are important?
  ➢ How are we making sure?

• Make sure we achieve whatever else we want to achieve.
  ➢ Mission
  ➢ Strategic goals
  ➢ Other important goals

• How do we make sure? → Assessment
6. MSCHE Expectations

Every Important Thing We Do Should be Documented

- Clear statements of goals
- Organized, sustained assessment process
  - Principles, guidelines, support
  - What assessments are already underway
  - What assessments are planned, when, & how
- Assessment results documenting progress toward accomplishing goals
  - Provide information, not just data
  - Not just results, but what they say to us
- How results have been used for improvement
7. Working Groups

Working Groups …

- Are created to address one or more related Standards
- Report to the Steering Committee
- Are assisted by the Steering Committee
- Have at least one member from the Steering Committee, who may (but not necessarily) be the chair
- Have a clear charge established by the Steering Committee
- Have access to all data and documents necessary to complete their charges
- Have members committed to the Working Group for the duration of the Self-Study
7. Working Groups

Working Groups …

• must collectively address all 14 Standards
• be organized to address one or more Standards depending on how best to align with our culture and people resources and
• their respective charges must be described in the Self-Study Design
• Membership must be included in the Self-Study Design
7. Working Groups

Middle States Self Study Working Groups

**Working Group I**
*Standards 1, 2 & 3*
Ji Mi Choi, chair
Becker, Kurt
Dintino, Dennis
Knox, Michael
Noseworthy, Barbara
Smith, James

**Working Group II**
*Standards 4, 5, 6 & 10*
Ed Miller, Chair
Allen, Sarah
Bain, Jonathan
Cowman, Mary
Davis, Valerie
Flynn, Robert
Ives, Suong
Jankunis, Bethany
Jiang, Jimmy
Marks, Erica
Richman, Jana
Voltz, Peter

**Working Group III**
*Standards 7 & 14*
Michael Mainiero, chair
Bates, Andrew
Garetz, Bruce
Parham, Melinda
Pathrapala, Aaron
Steele, Stuart
Ulerio, Jose
Vradis, George

**Working Group IV**
*Standards 8 & 9*
Iraj Klakhoran, chair
Aniello, Daniel
Berger, Franziska
Colelli, Joy
Cooper, Racquel
DiBartolo, John
Farrington, Anita
Pymento, Julian (Student)
Toth, Richard

**Working Group V**
*Standards 11, 12 & 13*
Kristen Day, chair
Abir, Esra (Student)
Bonilla, Jean Carlo
Das, Nirod
Folan, Lorcan
Leslie, Christopher
McKenna, Caitlin (Student)
Ubell, Robert
Zurawsky, Walter
8. The Self-Study Design

• Self Study Design is a Roadmap for conducting the in-depth Self Study which culminates in a Self Study Report. The report must show how we’re meeting our mission, provide a candid analysis of the Institute and document that we’re meeting the 14 Standards.

• It identifies the broad objectives and approach to undertaking the Self Study, participants and resource requirements.

• MSCHE reviews the Design, will visit us in May 2011 and make constructive suggestions before we launch into the full-blown Self Study.
9. Guiding Principles

• The Self Study is to be a transparent undertaking involving all of our major constituencies
• The Steering Committee will report activities, issues and areas requiring assistance on a regular basis
• The Steering Committee and Working Groups will need your help and cooperation
• During the Self Study we should be mindful of the following questions:
  ➢ Is this self-analysis or self-promotion?
  ➢ Is this candor or candy-coated spin?
  ➢ Is this self-definition or denial?
  ➢ Is this based on assessment or assumptions?
10. Summary Remarks

• Reaccreditation is not an option – it’s a necessity
• We are committed to preparing a first rate Self Study and avoiding past pitfalls – requires cooperation of the entire NYU-Poly community
• The Self Study will not only result in reaccreditation – it will provide a roadmap to the future that engages the entire NYU-Poly community
Appendix – The 14 Standards in Detail

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, physical 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.

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.
**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.

**Educational Effectiveness**

**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.

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.
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.