



# Middle States Accreditation 2017

- New Accreditation Standards, as of 2014
- We are part of a pilot – “Collaborative Implementation Project”
- To see what we did in 2007, go to [http://www.provost.umd.edu/campus\\_review\\_2007](http://www.provost.umd.edu/campus_review_2007)
- To read and comment on the 2017 documents, go to <http://www.provost.umd.edu/MS17>

## Organizing Team co-chairs

Betsy Beise, Prof. of Physics and Associate Provost, Academic Planning & Programs

Sharon La Voy, Assistant Vice President for Institutional Research, Planning, and Assessment

Rebecca Ratner, Prof. of Marketing and Associate Dean, Robert H. Smith School of Business

# The 2014 Standards

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Standard I: Mission and Goals

Standard II: Ethics and Integrity

Standard III: Design and Delivery of the Student Learning Experience

Standard IV: Support of the Student Experience

Standard V: Educational Effectiveness Assessment

Standard VI: Planning, Resources, and Institutional Improvement

Standard VII: Governance, Leadership, and Administration

# In two sentences:

## A HIGHER EDUCATION INSTITUTION...

- has a mission (Standard I)
- and lives it with integrity (Standard II)
- to enhance the student learning experience (Standard III)
- and support the overall student experience. (Standard IV)

## THAT INSTITUTION...

- assesses its success in achieving that mission (Standard V)
- and engages in planning to strengthen its resources and improve as an institution (Standard VI)
- by means of an effective governing process. (Standard VII)

From David B. Rehm, MSCHE standards steering committee member...

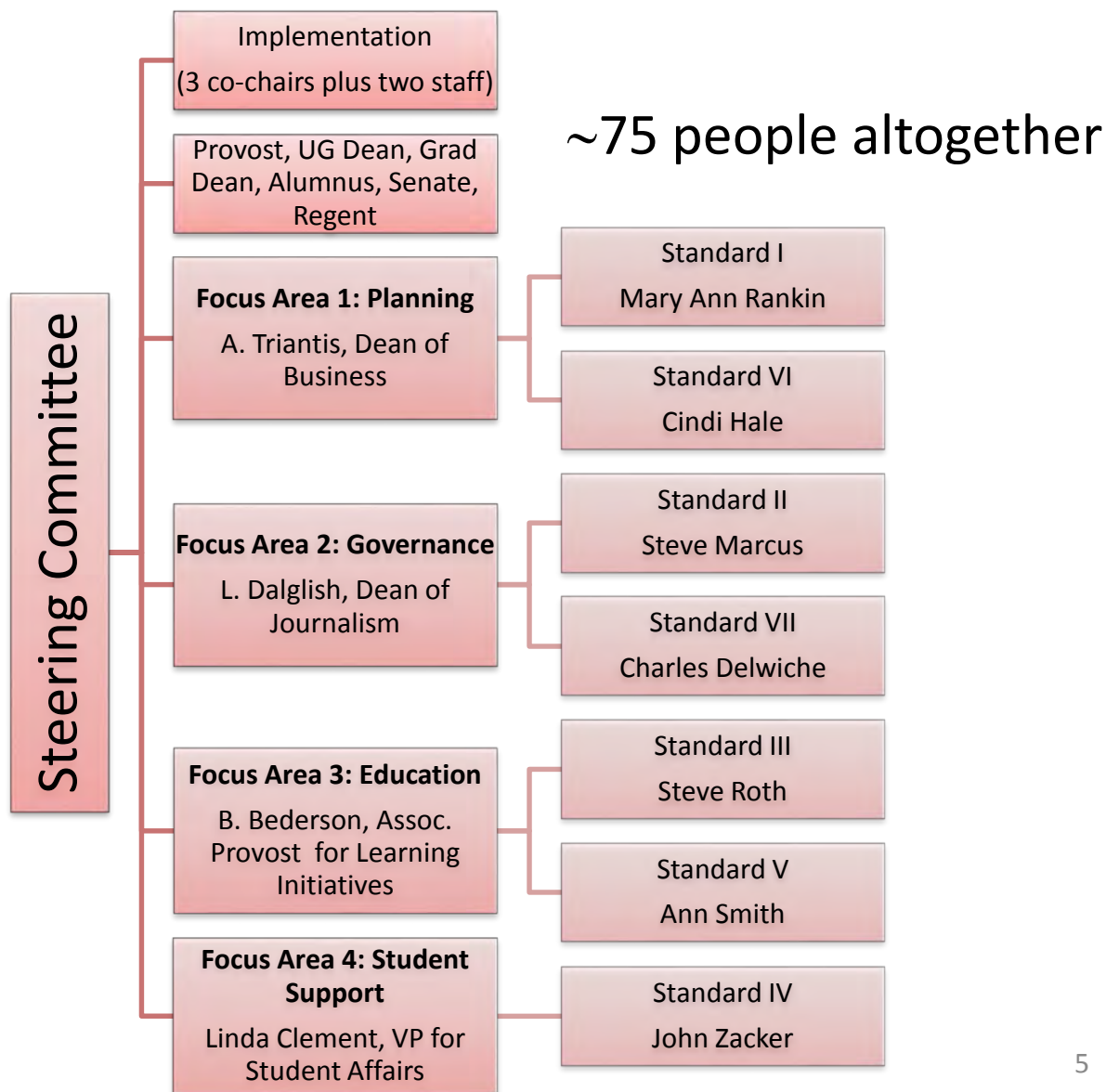
# Middle States Expectations

- Responses to the standards should be aligned with, and in the context of, the university's mission
- Focus on institutional priorities
- Focus on continuous improvement, not compliance
- Focus on access, affordability, and value
- Campus engagement and awareness

Our Self Study report as two contextual themes

- Entry into the Big Ten (and the academic alliance)
- Flagship 2020 and administrative modernization
- <http://www.provost.umd.edu/MS17>

# Steering Committee




# Timeline for the Self Study and Visit

|                                     |                    |  |
|-------------------------------------|--------------------|--|
| 2015                                |                    |  |
| <input checked="" type="checkbox"/> | January            | Create Steering Committee  |
| <input checked="" type="checkbox"/> | March              | Select Working Group Members & Complete Draft Design of Self-Study |
| <input checked="" type="checkbox"/> | <b>April</b>       | <b>MSCHE Liaison visits campus for 1 day</b>                       |
| <input checked="" type="checkbox"/> | Summer             | Assemble documents for working groups                              |
| 2016                                |                    |  |
| <input checked="" type="checkbox"/> | January            | Working Group 1st draft reports due                                |
| <input checked="" type="checkbox"/> | April              | Working Group 2nd draft reports due                                |
| <input checked="" type="checkbox"/> | June               | First draft of Self-Study due                                      |
|                                     | <b>Aug-October</b> | <b>Campus feedback, 2nd draft of Self-Study due</b>                |
|                                     | <b>Sept 28</b>     | <b>Evaluation Team Chairperson visits campus</b>                   |
| 2017                                |                    |  |
|                                     | January            | Final version of Self-Study due                                    |
|                                     | <b>April 2-5</b>   | <b>Evaluation Team visits campus (2.5 days)</b>                    |


# 11 Recommendations emerged

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- A large, stylized red graphic on the left side of the slide, resembling a honeycomb or cellular structure with white outlines, partially cut off by the edge of the frame.
1. Develop a “policy on policies and procedures”
  2. Improve communication of existing policies
  3. Strengthen efforts to create a diverse faculty
  4. Continue to integrate and support PTK faculty and librarians
  5. Develop a coordinated approach to assessment of the impact of programs and services for educational excellence
  6. Create a more intentional and collaborative approach to student success across Academic Affairs and Students Affairs

# 11 Recommendations, cont'd.

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- A large, stylized red graphic on the left side of the slide, resembling a honeycomb or cellular structure with white outlines, partially cut off by the edge of the frame.
7. Standardize the university's data governance practices
  8. Standardize the process of articulating desired learning outcomes, and use outcomes to inform curriculum changes
  9. Strengthen practices for aligning resources with institutional mission
  10. Complete analysis (and implementation when feasible) to identify new revenues and efficiencies
  11. Develop a robust and predictive centralized budget model



# The Standards



**Standard I: Mission and Goals** - The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

**Standard II: Ethics and Integrity** - Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

**Standard III: Design and Delivery of the Student Learning Experience** - An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

**Standard IV: Support of the Student Experience** - Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

**Standard V: Educational Effectiveness Assessment** - Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

**Standard VI: Planning, Resources, and Institutional Improvement** - The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

**Standard VII: Governance, Leadership, and Administration** - The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.