MSCHE
Steering Committee Meeting

Friday, June 15, 2018
UNH 306
What is MSCHE? Why does it matter?

• Seven regional accreditors in the United States. UAlbany is accredited by MSCHE.

• MSCHE serves higher education institutions in Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the Virgin Islands.

• MSCHE accredits 525 degree-granting, postsecondary institutions of all Carnegie Classification types.

• Quality assurance; Ensure continuous improvement; Accountability; and Participation in Federal Title IV aid programs
University Self-Study Steering Committee

• Co-Chairs: Jeanette Altarriba / Jason Lane
• Lead Staff: Jack Mahoney / Bruce Szelest
• Co-Chairs/Staff of Each Work Group (see included list)
Work Group Composition

• 2 Co-Chairs
• 1 Staff (supported by IR Team and 1 GA)
• 1 Representative from Faculty Governance
• 3-5 Additional Faculty Staff
• 1 Undergrad (from Student Government)
• 1 Graduate Student (from Graduate Student Association)
Work Group Faculty/Staff Selection

- President will make a call for nominees (campus wide)
- Co-Chairs are encouraged to make nominations.
- June 15 – List of nominees distributed to Co-Chairs
- June 29 – WG Co-Chairs send their recommendations to Kristen Senecal (ksenecal@albany.edu)
- July 20 – Will circulate for finalized list of groups for final comment
- August 1 (approx.) – President will invite those members to join the work group.
Key Lingo

• Self-Study

• Standards

• Requirements of Affiliation

• Verification of Compliance (Jack will lead and involve you as needed)
Self-Study Design

- **Introduction & Executive summary**

- **Chapter 1:** A new vision for the University at Albany: Stability and Strategy. This chapter provides an overview of the self-study process, documents the transition in leadership, and provides information on new and relevant initiatives that affect the University’s current and future opportunities.

- **Chapter 2:** Advancing UAlbany’s Mission: This chapter describes the university’s strategic planning process and implementation and documents how UAlbany is in compliance with **Standards 1 and 2**.

- **Chapter 3:** UAlbany Students: Forever Great; Forever Great Danes: This chapter documents compliance with **Standards 3 and 4**. The chapter provides an overview of the characteristics of the University’s student body and the current efforts by the university to enhance the student learning experience by more effectively using data analytics and providing new opportunities for students to engage in experiential learning opportunities that complement their coursework.
Self-Study Design

• **Chapter 4: Fostering an Environment of Continuous Improvement:** This chapter documents compliance with Standards **5 and 6**. It describes the ways in which the institution engages in assessment of learning outcomes and ensures that its planning, resources, and structures are aligned to achieve the mission and goals of the institution.

• **Chapter 5: Governing the University at Albany:** This chapter documents compliance with **Standard 7** by describing the structure of the governance and administrative structure within the institution.

• **Closing Summary**
Charge to Each Group

• Mission
• List of Key Points for the Standard
• Cross-Walk with Requirements of Affiliation to be addressed in your standard
• Suggested outline for your portion of the chapter (can be revised)
• An accompanying brief (approx. 1-2 pages) summary, in bullet-point format, indicating how UAlbany has met the Requirements of Affiliation pertinent to your group (include references to specific documentary evidence).
Guidelines for Your Chapter Section

• Primary audience is the self-study review team
• Use subheadings to clearly identify where we are addressing the expectations of the standard
• Narrative based; not check list (but be sure to address the list)
• Use data/evidence to support all arguments/claims/descriptions
• Need to focus on successes and opportunities for growth (weaknesses)
• Highlight significant accomplishments
• Not a platform for airing grievances
Data/Assessment Driven

• Everything should be backed up by evidence.
• The expectation is that there is assessment built into all standards (from institutional policies to student success).
• Need to identify how we collect data, how we analyze it, and how we use it for continuous improvement.
• Staff can help identify sources of data.
Support Documentation

• Appendices -
  o data that support an analysis or interpretation
  o something created to specifically support an assertion

• Document Inventory –
  o source documents for references or citations
  o something that already exists
Example: (Standard 6)

- **Workgroup Mission:** Prove 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.
Example: (Standard 6) - *continued*

• Workgroup 6 to cover (in approximately 10 single-spaced pages, not including appendices):

  1. institutional objectives, both institution wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation;

  2. clearly documented and communicated planning and improvement processes that provide for constituent participation, and incorporate the use of assessment results;

  3. a financial planning and budgeting process that is aligned with the institution’s mission and goals, evidence-based, and clearly linked to the institution’s and units’ strategic plans/objectives;

  4. fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered;

  5. well-defined decision-making processes and clear assignment of responsibility and accountability;

……

  9. periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.
The following is a suggested outline ...

The other section in this chapter will be written by Work Group 5; include an introduction/overview

**Institutional Improvement**
- Existing survey activities (NSSE, SOS)
- Academic program review
- Administrative unit assessment
- Program review process
- Assessment of student learning (in the major, and gen ed)

**UAlbany Planning Processes**
- Base Incremental Budget
- 2020 MOU planning process
- Compact planning process
- New Strategic Plan and Action Plans
- Facilities
- Technology master plan
- Online Teaching & Learning
- Budget prep: call for allocation plans
- Department profiles

**Resource Allocation (How we actually do this)**
- Standard budget allocation process (forms, communications, process description, etc.)
- Compact Planning Process
- SUNY 2020
- PIF
- Role of faculty governance
Example: (Standard 6) - continued

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<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>November (2017)</td>
<td><strong>Self-Study Institute</strong></td>
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<tr>
<td>May</td>
<td>Assemble Steering Committee and hold inaugural meeting</td>
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<td>Visit from MSCHE Liaison</td>
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<td>July 20, 2018</td>
<td>Work Group composition confirmed with work group Co-Chairs</td>
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<td>July 31, 2018</td>
<td>Steering Committee details chapter outlines</td>
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<td>August 1, 2018</td>
<td>Final work group membership set and confirmed by President</td>
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<td>August</td>
<td>Complete Self-Study Design</td>
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<td>Revisions and final approval of Self-Study Design by Dr. Colon</td>
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<td>Summer 2018</td>
<td>Support team gathers data &amp; populate wiki; Construct document library</td>
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<td>September-December 2018</td>
<td>Working groups gather and analyze data and submit progress reports</td>
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<td>December-February</td>
<td>Begin constructing federal compliance report</td>
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<td>April 30, 2019</td>
<td><strong>Work Group drafts due</strong></td>
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Currently updating to the 2020 effort, but will have same basic design

Please direct any questions regarding the University at Albany’s Middle States Accreditation to Dr. Bruce Szelest bszelest@albany.edu, Associate Vice Provost for Academic and Resource Planning.
Next Steps

• Mid-June we will share list of potential workgroup members.
• Finalize Work Groups
• July 31\textsuperscript{st} send suggested revisions to their workgroup outlines to Jack and Bruce. If intended to revised, please work with Jeanette and Jason.
• Coordinate with your Co-Chair (and chapter authors)
• September 6 (9-10 am) Fall Kickoff – Steering Committee
• 2018-2019 Monthly Meetings of Steering Committee
  • Zoom Calls
  • Kristen can assist you with setting up your monthly meetings.
Breakouts for Chapter Authors

• Discuss how to coordinate chapter creation
• Each standard will be a stand-alone portion of the chapter
• Will need a brief intro

• UNH 306 and 107

• Thank you for your participation and service!