

Understanding Commission Expectations: The Standards, Self-Study, and Continuous Quality Improvement

**Pace University
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Today's Visit

- Identify regulatory and other challenges associated with accreditation and quality assurance in higher education
- Discuss recent Commission developments, particularly with regard to the Standards, Requirements of Affiliation, and self-study process.
- Review and give feedback on the Self-Study Design
- Prepare and “kick off” the Self-Study process
- Discuss background of team chair and evaluators who might be a “good fit” for Pace

What is accreditation?

- Accreditation is intended to strengthen and sustain higher education, making it **worthy of public confidence** and **minimizing the scope of external control**. Regional accreditation, a means of **self-regulation** adopted by the higher education community, has evolved to support these goals.
- Accreditation demonstrates an institution's commitment to **continuous self-assessment**.
- Accreditation as **peer review**
- Accreditation as a **learning community**

Mission

The Middle States Commission on Higher Education assures students and the public of the educational quality of higher education. The Commission's accreditation process ensures institutional accountability, self-appraisal, improvement, and innovation through peer review and the rigorous application of standards within the context of institutional mission.

Principles

The Commission operates with four fundamental principles. These are not just strategic activities; they are fundamental to the continued operation of the organization.

1. The Commission maintains its historic commitment to **quality assurance** in institutions of higher education.
2. The **Commission maintains U.S. Department of Education recognition** and continues to meet federal regulatory requirements.
3. The Commission **provides service and support to member institutions** as they implement accreditation standards and engage in continuous improvement initiatives.

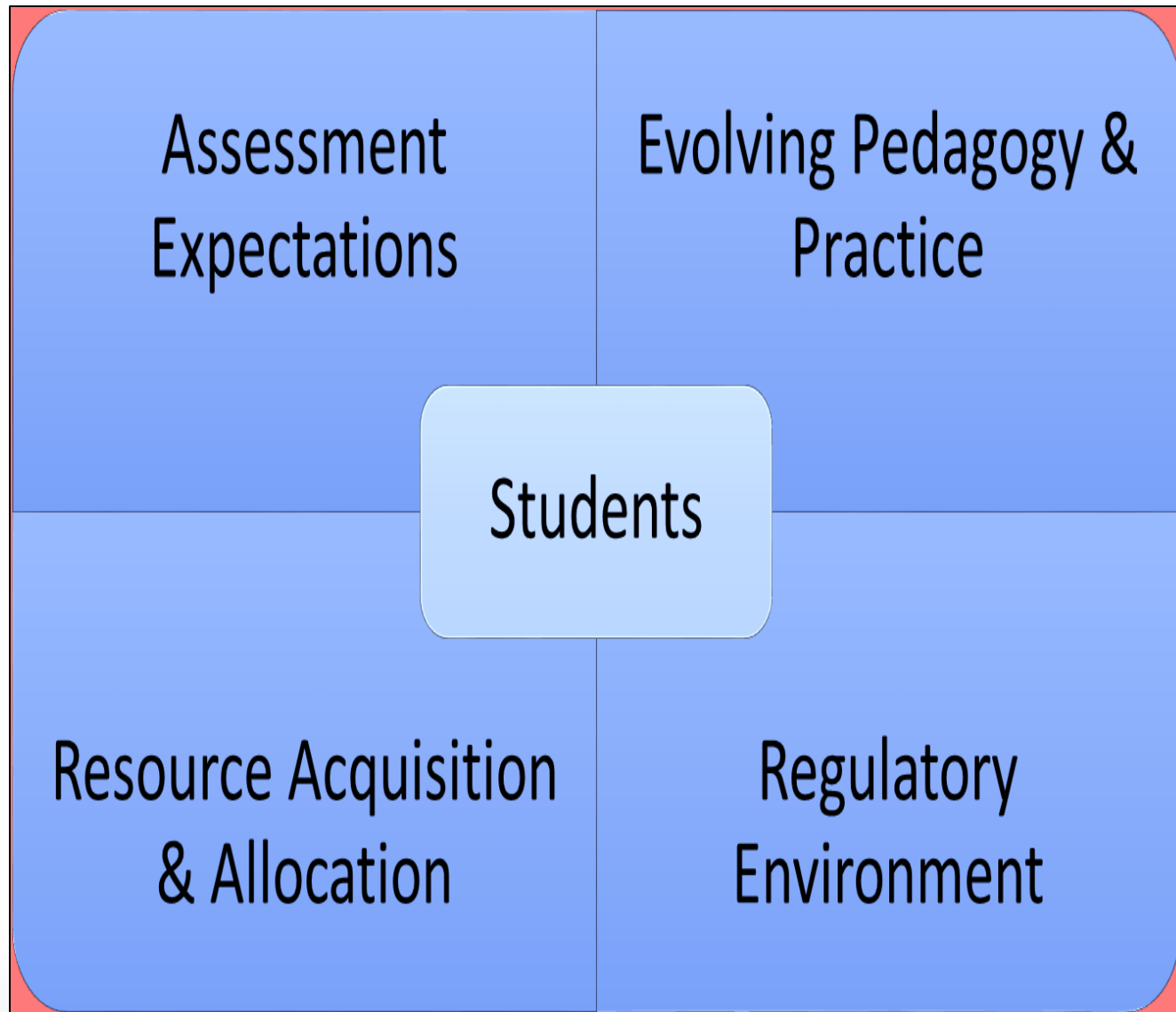
Constant in Higher Education Landscape: Change



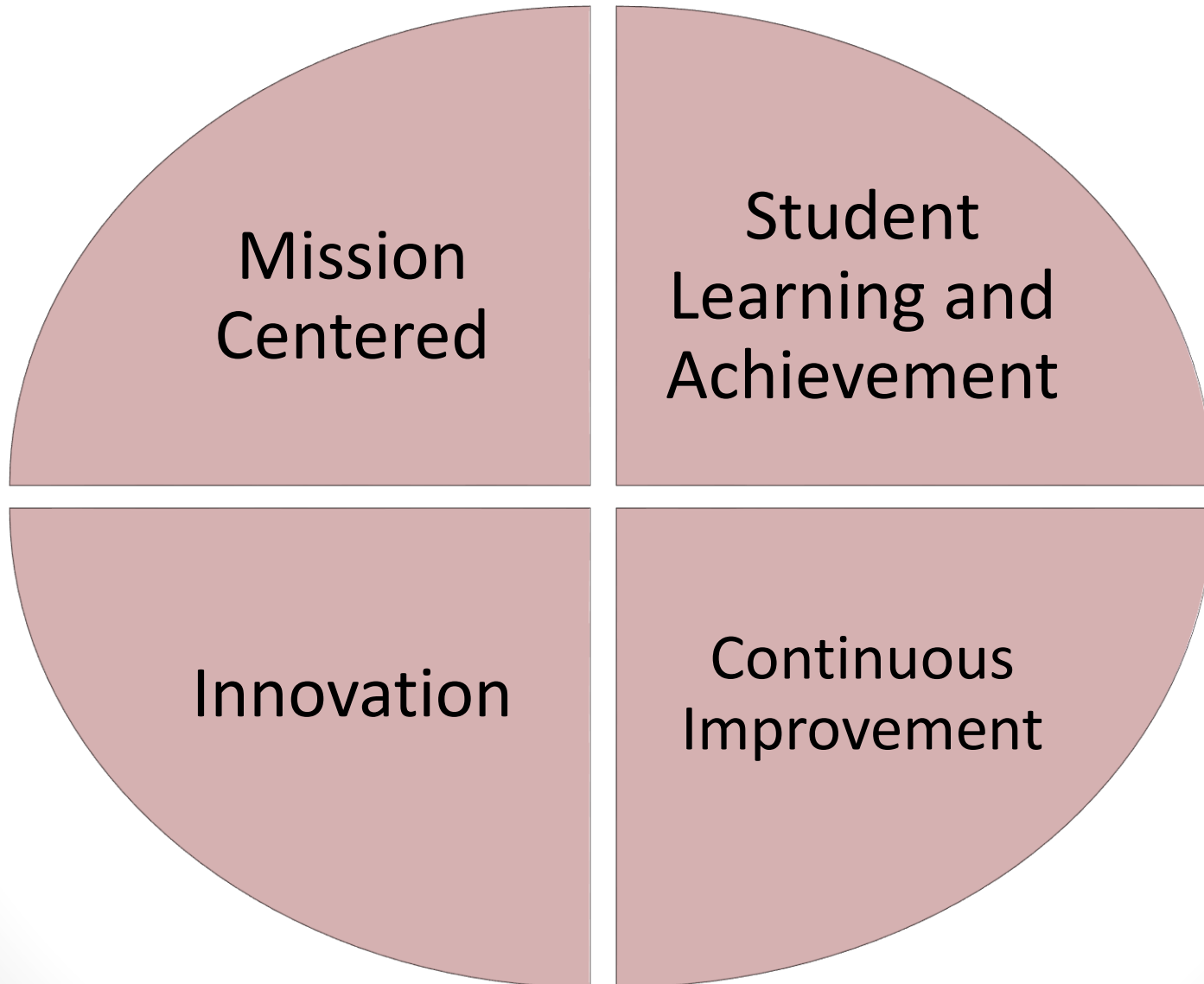
- Students and parents want more specific outcomes from a college education: jobs, good salaries, value
- Government leaders want value for their investment
- Public is increasingly skeptical about the value of a higher education
- Institutional of higher education are being asked to do more with less

Why Revise?

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Guiding Principles



97% of Institutions Approve New Standards



Now On To Implementation!

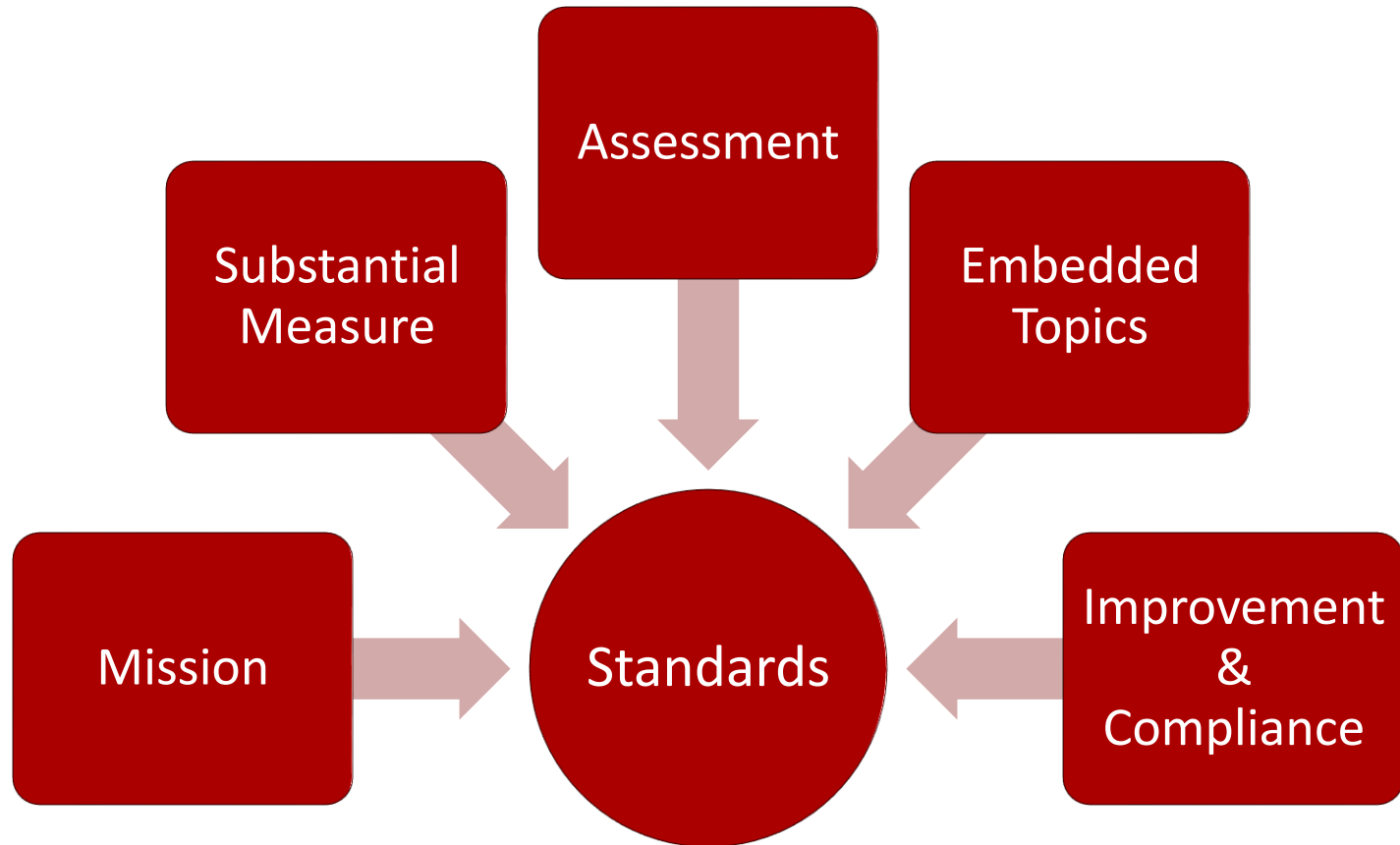
After over a year of implementation, the Middle States Commission on Higher Education announced today that over 90% of its members approved its new “Standards for Accreditation and Requirements of Affiliation,” with implementation of the new standards beginning in 2017.

“The Commission membership is so highly pleased with this outcome. Steering Committee members reviewed a good

amount of assessment information in the form of percentage of follow-up, survey data from multiple constituents, and external stakeholders, resulting in standards that are much more representative of higher education standards,” said a Commission representative.

In related news, peer reviewers associated with the Commission announced that they are ready to take on the task of assisting in the Commission’s process review, which should lead to self-study reports that are much more useful to campuses as they

Key Elements of the Standards



Mission

- MSCHE respects the diversity of institutions
- Each institution articulates its own purposes, who it serves, what it intends to accomplish
- Mission is the context for all accreditation activities

Assessment

- Assessment of institutional effectiveness and student learning should be well established
- Revised standards emphasize the meaningful use of assessment results
- Assessment “baked into” the Standards
- Assessment expectations explicitly stated in Requirements of Affiliation and Standards for Accreditation

<u>New Standard</u>	<u>Assessment Expectations</u>
Standard I: Mission and Goals	Criterion 4. “Periodic assessment of mission and goals to ensure they are relevant and achievable.”
Standard II: Ethics and Integrity	Criterion 9: “Periodic assessment of ethics and integrity as evidenced in institutional processes, practices, and the manner in which these are implemented.”
Standard III: Design and Delivery of the Student Learning Experience	Criterion 8: “Periodic assessment of the effectiveness of programs in providing student learning opportunities.”
Standard IV: Support of the Student Learning Experience	Criterion 6: “Periodic assessment of the effectiveness of programs supporting the student experience.”
Standard V: Educational Effectiveness Assessment	Criterion 5: “Periodic assessment of the effectiveness of assessment processes for the improvement of educational effectiveness.”
Standard VI: Planning, Resources, and Institutional Improvement	Criterion 9: “Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.”
Standard VII: Governance, Leadership, and Administration	Criterion 5: “Periodic assessment of the effectiveness of governance, leadership, and administration.”

<u>New Standard</u>	<u>Assessment Expectations</u>
Standard I: Mission and Goals	Criterion 1 (g): “Clearly defined mission and goals that...are periodically evaluated.”
Standard III: Design and Delivery of the Student Learning Experience	Criterion 8 “Periodic assessment of the effectiveness of programs providing student learning opportunities”
Standard VI: Planning, Resources, and Institutional Improvement	Criterion 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.”
	Criterion 2: “Clearly documented and communicated planning and improvement processes that provide for constituent participation, and incorporate the use of assessment results.”
	Criterion 8: “Strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution’s mission and goals ”

Student Achievement



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- Public expectations
- Policy maker expectations
- Commission expectations and procedures

Embedded Topics

- Role of the faculty and other instructional personnel
- Rigor and coherence regardless of level, format, or modality
- Access and affordability
- Institutional accountability in partnerships with third party vendors

Improvement and Compliance

- MSCHE committed to quality assurance and continuous improvement
- Charged by USDE with compliance verification
- Two goals are inter-related

Requirements of Affiliation

1. Authorized to operate

2. Operates

3. Graduated one class

4. Communicates in English

5. Regulatory compliance

6. Policy compliance

7. Mission and goals

8. Evaluates programs

9. Rigor, coherence, and assessment

10. Integrated planning

11. Resources

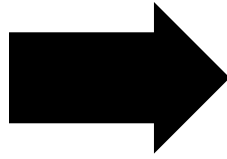
12. Governance

13. Governance and conflict of interest

14. Governance and accurate institutional information

15. Faculty

Requirements of Affiliation



- To be eligible for, to achieve, and to maintain accreditation...an institution **must demonstrate that it fully meets the following Requirements of Affiliation.** Compliance is expected to be continuous and will be validated periodically, typically at the time of self-study and during any other evaluation of the institution's compliance. **Once eligibility is verified, an institution then must demonstrate that it meets the standards for accreditation.**

Standards for Accreditation

- ...Standards **affirm that the individual mission and goals of each institution remain the context within which these accreditation standards are applied.** They emphasize functions rather than specify structures, recognizing that there are many different models for educational and operational excellence.
- ...**The criteria specify characteristics or qualities that encompass the standard.** Institutions and evaluators will use these criteria together with the standards, within the context of institutional mission, to demonstrate or determine compliance....

The Seven Standards

I. Mission and Goals

II. Ethics and Integrity

III. Design and Delivery of the Student Learning Experience

IV. Support of the Student Experience

V. Educational Effectiveness Assessment

VI. Planning, Resources, and Institutional Improvement

VII. Governance, Leadership, and Administration

An accredited institution of higher education



has an appropriate ***mission*** (Standard I),



lives it with ***integrity*** (Standard II),



delivers an effective ***student learning experience*** (Standard III) and



supports the overall ***student experience***, both inside and outside of the classroom (Standard IV).

An accredited institution of higher education



assesses its own ***educational effectiveness*** (Standard V),



uses ***planning and resources to ensure institutional improvement*** (Standard VI) and



is characterized by effective ***governance, leadership, and administration*** (Standard VII).

Compliance, Documentation and Self Study Process



Compliance Review and Requirements of Affiliation

Requirement of Affiliation		Demonstrate Compliance in....
Requirement 1	Authorization to operate	Compliance review process
Requirement 2	Institution is operational	Compliance review process
Requirement 3	Graduates one class before accreditation	Compliance review process
Requirement 4	Communicated with Commission in English	Compliance review process
Requirement 5	Compliance with government policies, regulations and requirements	Compliance review process
Requirement 6	Compliance with Commission policies	Compliance review process
Requirement 14	Governing board provides accurate information	Compliance review process

Standards and Requirements of Affiliation

Requirement of Affiliation		Demonstrate Compliance in....
Requirement 7	Mission and goals	Standard I
Requirement 8	Systematic evaluation of all programs	Standards III,IV,V,VI
Requirement 9	Rigor, coherence and assessment	Standards III, V
Requirement 10	Institutional planning	Standards I, III, IV, V, VI
Requirement 11	Financial resources	Standard VI
Requirement 12	Governance structure	Standard VII
Requirement 13	Governing board conflict of interest	Standard VII
Requirement 15	Faculty	Standard III

<u>Process/Document</u>	<u>What's New?</u>
<u>Documentation Roadmap</u>	Used as a tool for both institutions and evaluators.
Compliance Review	A separate review, but informs team findings
Self Study Document	Focus on institutional mission, goals and selected institutional initiatives with explicit linkages to the <i>Standards for Accreditation</i> and institutional priorities.
Student Achievement Success	Within self-study, demonstrating how continuous quality improvement processes and assessment are used to enhance student achievement.

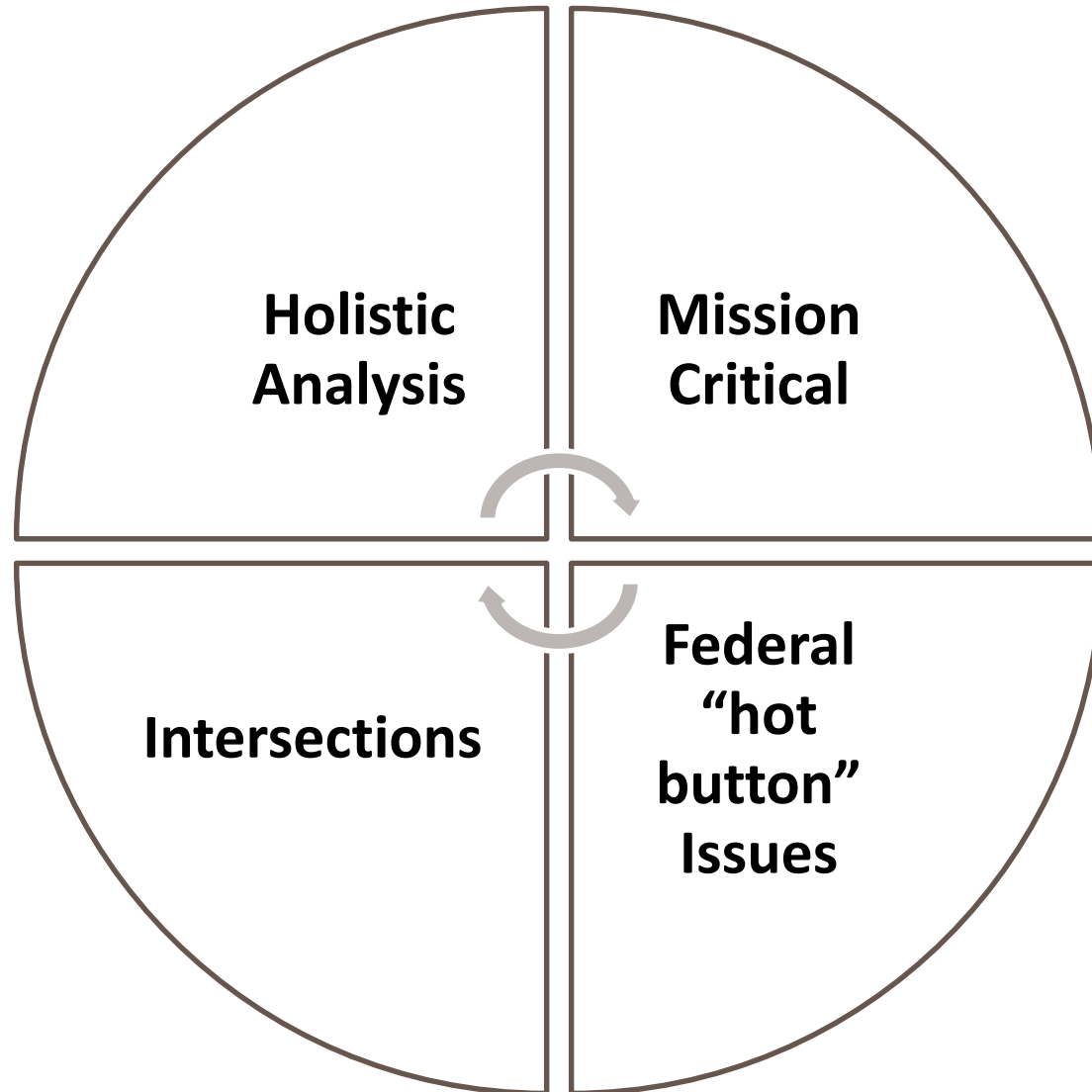
Compliance, Documentation and Self Study Process



Enhancing Self-Study and Peer Review



Evaluation Principles



Signs of Success

- Inclusion of multiple institutional stakeholders
- Active engagement of institutional stakeholders
- Ongoing assessment, linked to budgeting, planning, and resource allocation
- Reflection, not demonstration
- Active desire for peer review and feedback
- Belief that students are at the core of higher education
- Appropriate organizational skills
- Good writing skills

Verification of Compliance with Accreditation-Relevant Federal Regulations

Implementation for 2016



Middle States Commission on Higher Education

MIDDLE STATES COMMISSION ON HIGHER EDUCATION

SELF-STUDY

CREATING A USEFUL PROCESS AND
REPORT



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Documentation Roadmap



Documents, Processes, and Procedures

Evidence of Institutional Ability to Meet the Expectations of the
Standards for Accreditation and Requirements of Affiliation of
the Middle States Commission on Higher Education

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Thank You

Questions?

Comments?

Observations?