



Office of University Accreditation and Assessment
<http://www.buffalo.edu/provost/acredit.html>

Middle States Decennial Review

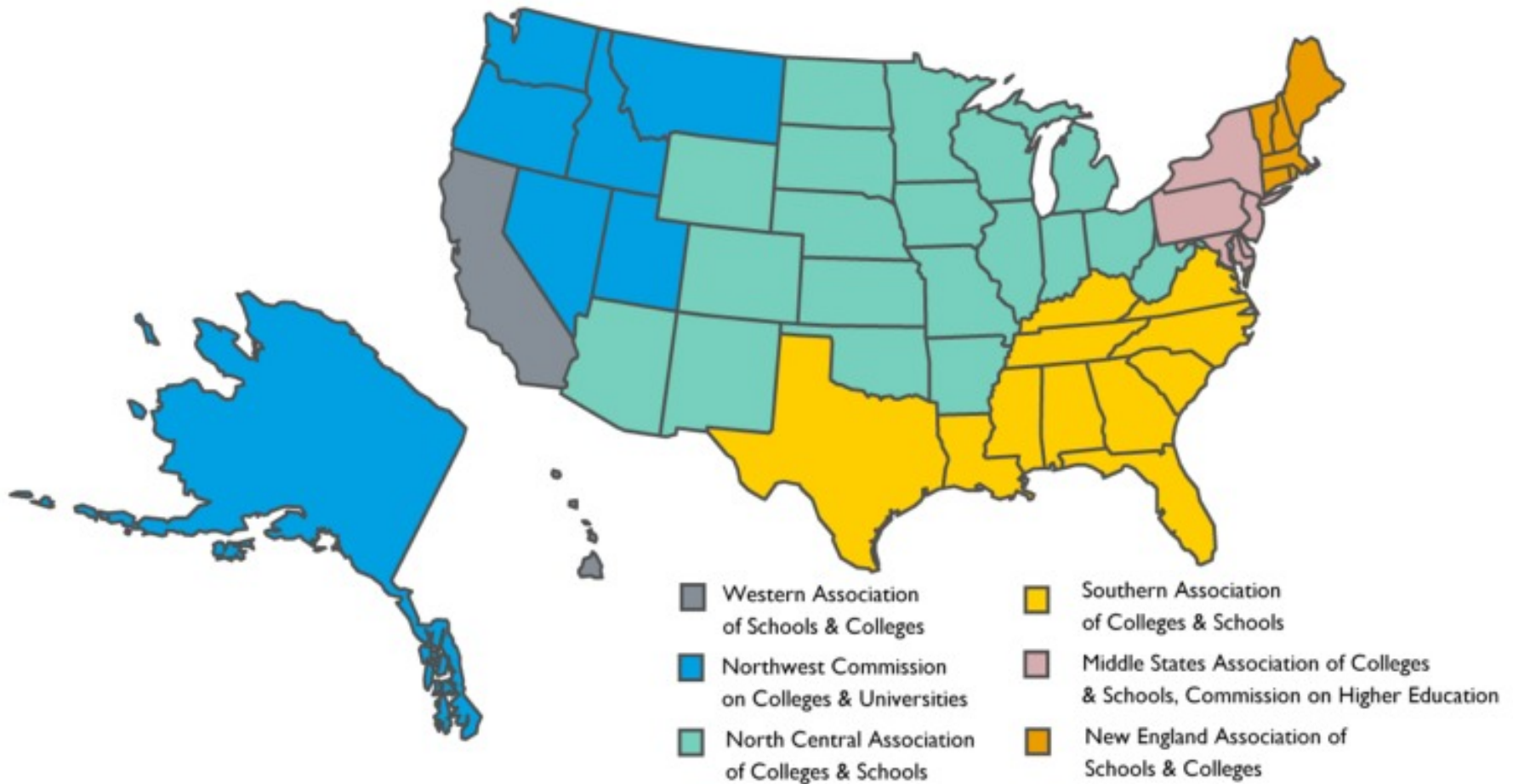
Self-Study Status and Next Steps

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
- Annual Assessment Reports
- Next Steps

Higher Education and Regional Accreditation



Is Accreditation Important?

Extremely!



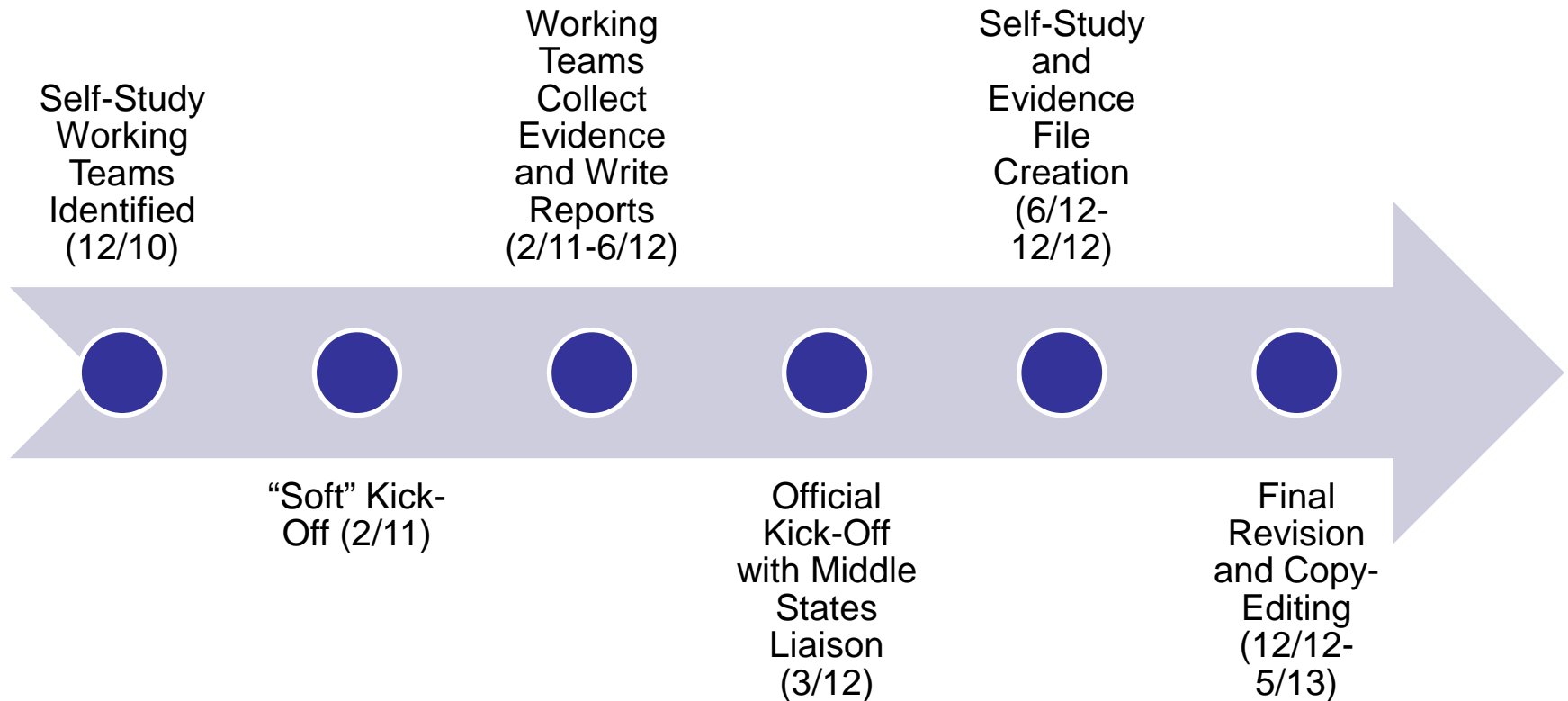
Anything less than reaffirmation of full accreditation **WILL** affect UB in critical ways:

- 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**

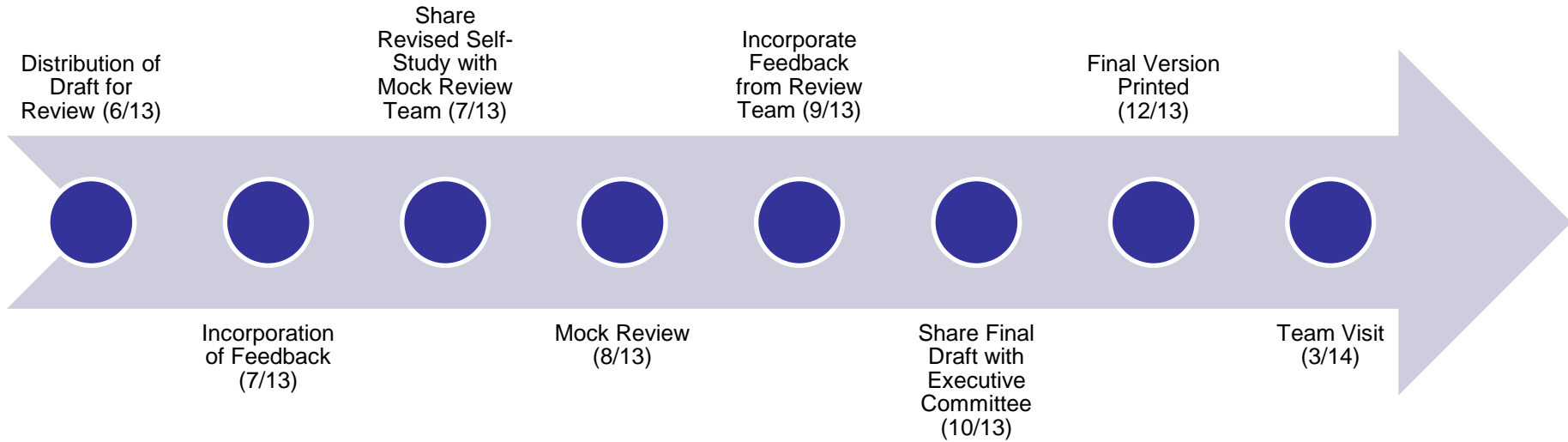
Overview of Self-Study Process



Status of Self-Study Report

Chapters	Standard	Draft Status
Chapter 1	1 – Mission and Goals 2 – Planning, Resource Allocation, and Institutional Renewal 3 – Institutional Resources	In Final Review
Chapter 2	4 – Leadership and Governance 5 - Administration 6 - Integrity	Copy Editor
Chapter 3	7 – Institutional Assessment 14 – Assessment of Student Learning	In Final Review
Chapter 4	10 - Faculty 11 – Educational Offerings 12 – General Education 13 – Related Educational Activities	Copy Editor
Chapter 5	8 – Student Admissions and Retention 9 – Student Support Services	Copy Editor

Overview of Self-Study Process



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