THE SELF STUDY PROCESS:
New Jersey City University
NJCU

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Why Accreditation?

Regional accreditation is a means of self-regulation adopted by the higher education community.

Accreditation is intended to support these goals:
- strengthen and sustain higher education,
- making it worthy of public confidence,
- minimizing the scope of external control.

Accreditation demonstrates an institution’s commitment to continuous self-assessment.
Who is Middle States Commission of Higher Education?

We are YOU
MSCHE: We are You!

- Middle States Commission on Higher Education (Includes Puerto Rico and Virgin Islands)
- New England Association of Schools and Colleges, Commission on Institutions of Higher Education
- Higher Learning Commission
- Northwest Commission on Colleges and Universities
- Southern Association of Colleges and Schools, Commission on Colleges
- Western Association of Schools and Colleges, Senior College and University Commission
- Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges
Middle States Region

Mainland USA
- Delaware
- District of Columbia
- Maryland
- New Jersey
- New York
- Pennsylvania

Overseas
- Puerto Rico
- US Virgin Islands
- Africa
- Europe
- Near East
- Chile
- Taiwan
Our Members Are:

- 526+ accredited and candidate institutions
- 57% private, not-for-profit
- 38% public
- 5% private, for-profit
Accreditation typically lasts from a few years to up to 10 years, after which the school must reapply.

School self-evaluation
School sends accrediting agency a self-evaluation describing its performance in relation to the accreditor’s standards.

Peer review site visit
A committee of peer volunteers, generally from other schools, is selected by the accrediting agency to review the school’s self-evaluation and conduct a site visit to assess the school’s compliance with accreditor’s standards.

Accrediting agency decision
The accrediting agency considers the self evaluation and the peer review team’s assessment before issuing a decision on the school’s accreditation status.

Peer review report
Committee produces a confidential report assessing the school’s compliance with the accreditor’s standards and makes a recommendation on the school’s accreditation.

Appeals process available
THE ACCREDITATION PROCESS

Annual Institutional Updates
- Financial and Student Achievement data elements
- Responses to recommendations (if needed)

Mid-Point Peer Review
- Cumulative Peer Review of AIU data
- Feedback from the Commission

Self-Study Evaluation
- Campus engagement in self-study process that culminates with an onsite team visit by peer evaluators
Requirements of Affiliation and Standards of Accreditation

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).
Relationship of Requirements of Affiliation to Standards of Accreditation

1. Authorization to operate
2. Institution is operational, with students actively enrolled in degree programs
3. Has graduated at least one class before accreditation
4. Communicates with MSCHE in English
5. Compliance with government policies, regulations, and requirements

6. Compliance with applicable Commission, interregional, and interinstitutional policies
7. Mission statement and related goals
8. Systematic evaluation of all programs
9. Programs characterized by rigor, coherence, and assessment
10. Integrated institutional planning

11. Resources adequate to support educational purposes/programs and to ensure financial stability
12. Governance structure responsible for quality and integrity and accomplishment of mission
13. Governing body adherence to a conflict of interest policy
14. Governance and accurate institutional information
15. Core of faculty and/or other appropriate professionals
Accreditation Process: Verification of Compliance

1. Student Identity Verification in Distance and Correspondence Education
2. Transfer of Credit Policies & Articulation Agreements
3. Title IV Program Responsibilities
4. Institutional Record of Student Complaints
5. Required Information for Students and the Public
6. Standing with State and Other Accrediting Agencies
7. Contractual Relationships
8. Assignment of Credit Hours
SELF STUDY PROCESS:
Steering Committee and working group

- Engage in a meaningful Self-Study process, focusing on mission and related strategic goals and priorities.
- Address the Commission’s Standards for Accreditation and Requirements of Affiliation.
- Oversee the completion of a Compliance Report.
- Process takes approximately 2.5 years.
Accreditation Process Phase I

**Fall**
- Self Study Institute held to orient institutions beginning Self-Study
- Steering Committee Chair(s) and members chosen
- Staff liaison schedules Self-Study preparation visit

**Spring**
- Institution determines types of Working Groups that will be needed
- Draft Self-Study Design finalized, including Working Group designations
- Staff liaison conducts Self-Study Preparation visit (or during summer/early fall)
- Staff liaison approves Self-Study Design
Accreditation Process Phase II

**Fall**
- Steering Committee oversees research and reporting by Working Groups
- Working Groups involve the community
- Working Groups submit reports
- Team begins to assemble compliance documentation in conjunction with self-study

**Spring**
- Commission selects the Evaluation Team Chair and the institution reviews the selection
- Chair and institution select dates for team visit and for Chair’s preliminary visit
- Institution sends copy of Self-Study Design to the Team Chair
- Commission selects Evaluation Team members
- Steering Committee receives drafts from Working Groups and develops a draft Self-Study Report
Accreditation Process Phase III

**Fall**
- Campus community and Institution’s governing board review draft Self-Study Report
- Institution sends draft Self-Study Report to Evaluation Team Chair prior to Chair’s preliminary visit
- Team Chair makes preliminary visit at least four months prior to team visit
- Institution prepares final version of the Self-Study Report
- Compliance Report completed by institution and evaluated by compliance reviewer selected by Commission

**Spring**
- Institution sends final Self-Study Report to Team Members and to Commission at least six weeks prior to team visit
- Team Visit
- Team Report
- Institutional Response

**Spring/Summer**
- Committee on Evaluation Reports meets
- Commission Meeting and action
Types of findings

- Significant Accomplishments, Significant Progress, or Exemplary/Innovative Practices
- Suggestions
- Recommendations
- Requirements
Possible Outcomes

**Reaffirmation of Accreditation**

**Reaffirmation with Follow-up**

**Non-Compliance**

- Warning/Probation
- Monitoring Report/Small team visit
- Two-year clock
WE ARE ALL MSCHE

What role can you play?
Your Questions and Ours:
Resources at the MSCHE

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