

BCU 2012 Self study

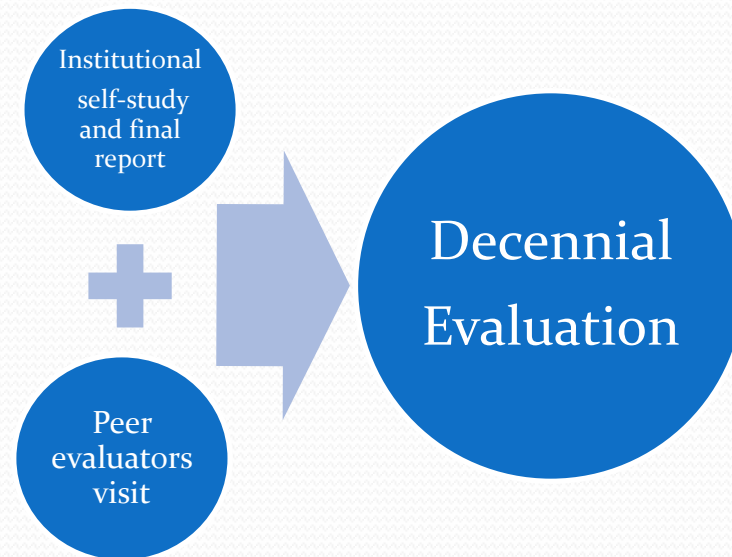
Design Process

Accreditation Objectives

- To attest that BCU:
 - has a mission appropriate to higher education;
 - is guided by well-defined and appropriate goals, including goals for student learning;
 - has established conditions and procedures under which its mission and goals can be realized;
 - assesses both institutional effectiveness and student learning outcomes, and uses the results for improvement;
 - is accomplishing its mission and goals substantially;
 - is organized, staffed, and supported so that it can be expected to continue to accomplish its mission and goals; and
 - meets the eligibility requirements and standards of the Middle States Commission on Higher Education.

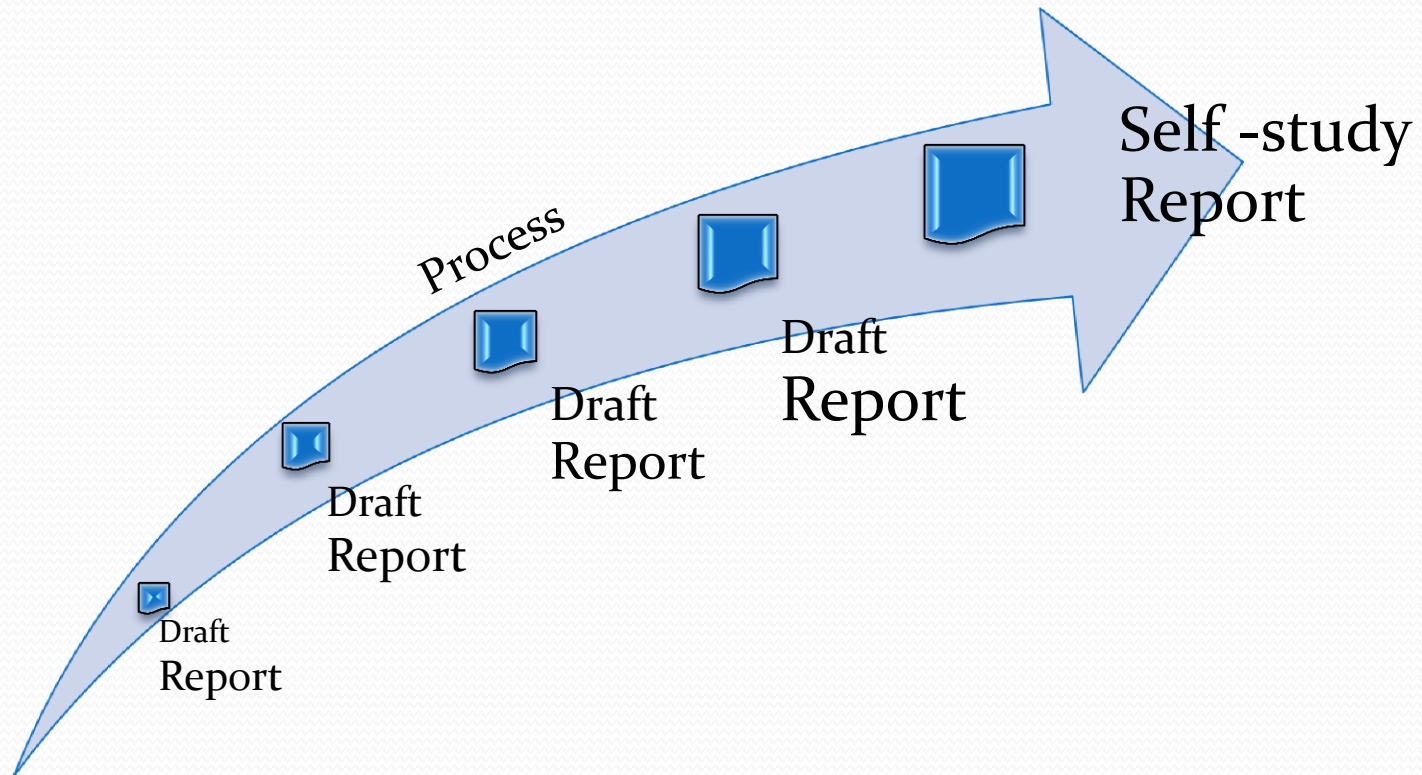
The Decennial Evaluation.

- The decennial evaluation involves two phases:
 - a significant institutional self-study and its final report
 - a visit by a team of external peer evaluators.



Institutional self-study composition

- Extensive institutional self-study process
- A written self-study report as produced in the process.

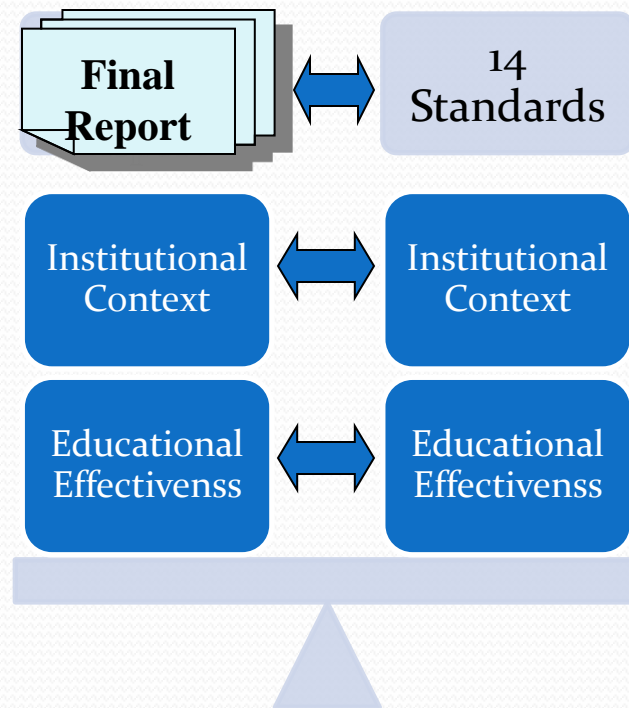


Self-study process and report

- The self-study process and report must be:
 - *meaningful and useful to the members of the institution*
 - *must produce evidence of compliance with accreditation standards.*
- Balancing these two goals is the challenge of an effective self-study.
- The institution is assisted throughout the process by a Commission staff member who is appointed as the liaison between the institution and the Commission.

On site evaluation

- The Final Report and the Commission's accreditation standards serve as the basis for on-site evaluation by a team of peer evaluators.



Institutional self study

Characteristics of Excellence

Institutional Context

- Standard 1: Mission and Goals
- Standard 2: Planning, Resource Allocation, and Institutional Renewal
- Standard 3: Institutional Resources
- Standard 4: Leadership and Governance
- Standard 5: Administration
- Standard 6: Integrity
- Standard 7: Institutional Assessment

Educational Effectiveness

- Standard 8: Student Admissions and Retention Standard 9: Student Support Services
- Standard 10: Faculty
- Standard 11: Educational Offerings
- Standard 12: General Education
- Standard 13: Related Educational Activities Standard 14: Assessment of Student Learning
- Standard 14: Assessment of Student Learning

Fundamental Elements

- The **Fundamental Elements** specify the particular characteristics or qualities that together constitute the standard. Institutions and evaluators use these elements, within the context of institutional mission, to demonstrate or determine compliance with the standard.
- The **Fundamental Elements** should not be seen as a simple checklist. The totality created by these elements and any other relevant institutional information or analysis must be considered. Where an institution does not evidence a particular Fundamental Element, the institution may demonstrate through alternative information and analysis that it meets the standard.

Overview of the Self-Study and Peer-Review Process


Planning and Design for Self-Study : The institution prepares the design for its self-study process




Approval and Visit : Commission staff liaison approves the institution's design and visits the institution.



The Self-Study: The institution examines its own programs and services..



Peer Review: Volunteer peer educators (visiting teams and the Commission) evaluate the institution in the context of its self study and the standards for accreditation.



Possible follow-up: The Commission may require the institution to complete follow-up activities

Sef Study Timeline

1st Qtr			2nd Qtr			3rd Qtr			4th Qtr		
Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec

- **Planning and Design for Self Study: 1st Qtr- 4th Qtr 2010**
 - Jan-Mar 2010
 - Plan the Plan
 - Apr-Jun 2010
 - MSCHE reminds institution of the pending evaluation and invites it to the Self-Study Institute. (Self-Study Institute will be held in November 9-10, 2010 to orient institutions beginning self-study.)
 - Steering Committee Chair(s) and members chosen (May).

1st Qtr			2nd Qtr			3rd Qtr			4th Qtr		
Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec

- 3rd Qtr 2010
 - Institution chooses its self-study model. (July-Aug)
 - Institution determines types of working groups that will be needed. (Sep)
 - Draft self-study Design finalized, including charge questions for working groups.
- **Approval and Visit (4th Qtr 2010-1st Qtr 2011)**
 - MSCHE staff liaison conducts self-study preparation visit (Oct).
 - Staff liaison approves institution's self-study design.(Oct-Nov)

1st Qtr			2nd Qtr			3rd Qtr			4th Qtr		
Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec

- **Self-Study: 2nd Qtr 2011- 2nd Qtr 2012**
 - Apr 2011-Jun 2012
 - Steering Committee oversees research and reporting by working groups.
 - Working groups involve community.
 - MSCHE selects the evaluation team Chair, and the institution approves the selection.
 - Chair and institution select dates for team visit and for the Chair's preliminary visit.
 - Institution sends a copy of the self-study design to the team Chair.

1st Qtr			2nd Qtr			3rd Qtr			4th Qtr		
Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec

- Institution develops self-study draft.
- Campus community reviews draft self-study report.
- Institution's governing board reviews draft self-study report.
- Institution sends draft self-study report to evaluation team Chair, prior to Chair's preliminary visit.
- Evaluation team Chair reviews draft self-study report.
- 3rd Qtr 2012-4th Qtr 2012
 - Team Chair makes preliminary visit at least four months prior to team visit.
 - Institution prepares final version of the self-study report.
 - Institution sends final report to evaluation team and to MSCHE at least six weeks prior to team visit.

1st Qtr			2nd Qtr			3rd Qtr			4th Qtr		
Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec

- **Peer Review: 4th Qtr 2012-1st Qtr 2013**
 - Team visit
 - Team report
 - Institutional response
 - Committee on Evaluation Reports meets
 - Commission action.
- **Possible follow-up:**

Sub-Groups distribution by Standard

Group	Standard	Sub-Group	Member	Unit/Academic Department
1	Standard 1	1A Mission and Goals		
	Standard 6	1B Fair Processes and Intellectual Property		
	Standard 6	1C Integrity, Communication and Transparency		
2	Standard 2	2A Planning, Resource Allocation, Institutional Renewal		
	Standard 3	2B Institutional Resources		
3	Standard 4	3A Leadership and Governance		
	Standard 5	3B Administration		
4	Standard 7, 8	4A Student Admissions		
	Standard 7, 8	4B Student Retention		
	Standard 9	4C Academic Support Services		
	Standard 9	4D Campus Support Services		
5	Standard 10	5A Faculty as Resource		
	Standard 7, 10	5B Promotion, Tenure, Reappointment, and Merit		
	Standard 7, 10	5C Faculty Workload		
6	Standard 11	6A Academic Programs and Requirements		
	Standard 11	6B Learning Outcomes		
	Standard 11	6C Information Literacy and Technology Competencies		
	Standard 12	6D General Education		
7	Standard 7	7A Institutional Assessment		
	Standard 14	7B Assessment of Student Learning		
	Standard 13	6F Other Educational Activities		