



Using Accreditation as a Planning Tool

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What's the purpose of accreditation?

- Ensure that we're achieving our mission
- Promote improvement through reflection and peer review.
 - Identify what we're doing well, and what we need to work on
- Accreditation is vital to the survival of institutions...which can't receive federal grants and student loans without it

High level timeline

- Middle States conducts a review every ten years
- The major steps in the process are
 - Design a self study and have it approved by Middle States (**Completed December 2014**)
 - Study Groups research their standards and write draft reports (**Completed Summer 2014**)
 - **Write and submit the self study to Middle States (Spring 2016)**
 - Host a site visit by a team of external reviewers comprised of university faculty and administrators (Fall 2016)
 - Receive a report from the review team
 - Respond to recommendations or suggestions (example: the construction Blue Ribbon Library Committee)

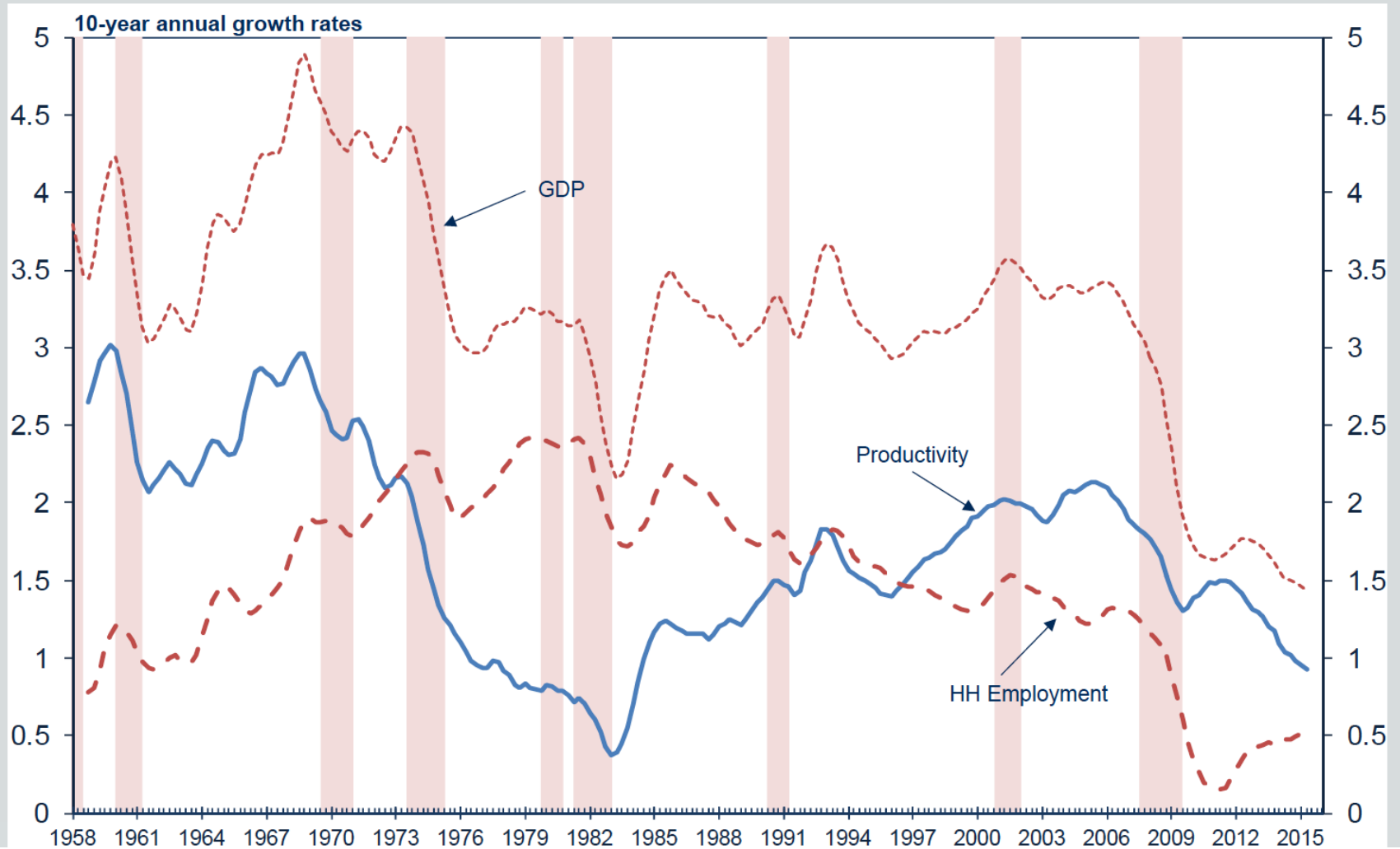
Our self study

- Will be a “selected topics” design, focusing most intently on a subset of the 14 Middle States standards
 - Mission and Goals
 - Planning, Budgeting, and Institutional Resources
 - Institutional Assessment
 - Assessment of Student Learning
- We show compliance with the remainder through documentation

Why is this work important?

- Economic fundamentals that effect higher education are troubled
 - Declining state and federal support
 - Slow economic growth
 - Age-based entitlement spending is rising (Social Security and Medicare)
 - Interest payments on the national debt (are going to more than triple over the decade...to about \$800B, 3% of GDP)
 - Underfunded public sector pensions
 - These fundamentals have lead to:
 - Higher costs for students
 - Rising levels of student debt

Slow growth



These forces will be transformative for higher education:

- How are we going to get out in front of them?
 - A strong planning process helps focus resources on institutional priorities, mission, and goals
 - Better use of data and analysis helps monitor progress
 - Combined with rigorous assessment of our academics and operations that helps us make changes when needed
- Good planning and improving our effectiveness means
 - Improving the student experience
 - Improvements in pedagogy to improve learning and shorten time to degree
 - Improves the efficiency of our academic enterprise
- Universities are a critical rung of the economic ladder
 - It's vital that ladder not be pulled up behind us. We need to find ways to maintain access and affordability

How do the processes inform each other?



What's the larger vision for the process?

- Successful accreditation outcome
- Support the strategic plan
 - Improve our analysis and assessment of results for
 - Decision making
 - Resource allocation
 - Student outcomes
 - Student success
 - Improve communication by building an institutional effectiveness repository
- Use the information we gather to benchmark and measure progress toward the new plan's goals

What we need from you...

- **Support** for our work (especially for the members of the committees taking this on as an additional service commitment)
- **Constructive comments** on the self study process and the draft documents
- **To be engaged** in the process so that the final product represents the campus and we get the benefit of your knowledge and experience
- **To be available** to meet with Middle States representatives and the external evaluation team when they visit campus

And we need it now...

The interactive session: a users guide

- The layout
 - The Middle States posters are designed to be entered from the IT side
 - It's a "W"
 - The left leg is student learning outcomes assessment and success
 - The right leg institutional effectiveness and research
 - The middle is mission and goals and planning and budget, which ties the two sides together
- What we're looking for
 - Suggestions on content, structure, interpretation of results
 - EXEMPLARS!!!
 - Post-it notes, middlestates@umbc.edu, committee members
- Suggestion
 - There's a lot of material. Review quickly, then pick and dive deeply

**Thanks to the people doing the
heavy lifting**

The Steering Committee

- Ultimately responsible for the self study and the entire process

Dorothy Caplan

Scott Casper

David Kinkopf

Bill LaCourse

Diane Lee

Joshua Lubben

Pat McDermott

Daniel Miller

Yvette Mozie-Ross

Ganesh Mysore

Judah Ronch

Julie Ross

Janet Rutledge

Lynne Schaefer

Sara Shin

Greg Simmons

Karl Steiner

Jack Suess

Bruce Walz

Nancy Young

The Operating Committee

- Coordinates the work, vets the draft and final report

Michael Dillon

Lee Hawthorne

Ben Lowenthal

Connie Pierson

Delana Gregg

Kathleen Hoffman

Tony Moriera

The study group chairs

- Coordinate their group's work, coordinate the writing of the draft reports

Diane Lee

Lynne Schaefer

Jack Suess

Connie Pierson

Simon Stacey

Nico Washington

The study group members

Kent Malwitz

Jim Milani

Rachel Brewster

Linda Hodges

John Stolle-Mcallister

Karen Mattingly

Amanda Knapp

Joyce Tenney

Linda Baker

Caroline Baker

Jennifer Harrison

Jill Randles

Bridget Stone

Chris Steele

Ken Baron

John Fritz

Dan Ritschel

Sayre Posey

Joel DeWyer

Delana Gregg and Lee Hawthorne

- Through whose hands pass every piece of the project, and who keep the operation running