What is Accreditation?

It is the primary means by which colleges, universities and programs assure quality to students and the public.
What is the Middle States Commission on Higher Education (MSCHE)?

Commission is a voluntary, non-governmental, membership association that defines, maintains, and promotes educational excellence across institutions with diverse missions, student populations, and resources.

It examines each institution as a whole, rather than specific programs within institutions.
The Commission on Higher Education is recognized by the U.S. Secretary of Education to conduct accreditation and pre-accreditation (Candidacy status) activities for institutions of higher education in Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands, including distance education and correspondence education programs offered at those institutions.

Title IV federal Higher Education Act (Title IV)
Voluntary Self-Regulation

CHE is also recognized by the Council on Higher Education Accreditation (CHEA) to accredit degree-granting institutions which offer one or more post-secondary educational programs of at least one academic year in length in Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, the Virgin Islands, and other geographic areas in which the Commission conducts accrediting activities.
Regional Accreditors

- MSCHE: Middle States Association of Colleges and Schools
- NEASC: New England Association of Schools and Colleges
- NCA: North Central Association of Colleges and Schools
- NWCCU: Northwest Commission of Colleges and Universities
- SACS: Southern Association of Colleges and Schools
- WASC: Western Association of Schools and Colleges

Canadian Institutions

US VIRGINS ISLANDS
PUERTO RICO
Timeline for Re-Accreditation

- November 2013: Self-Study process begins; Tri-Chairs appointed
- Spring 2014: Steering Committee and Working Groups formed and charged
- June 2014: Self Study Design accepted by MSCHE
- October 2014: Working Group Research results in Documents Roadmap
- May 2015: Self-Study draft due to visiting team chair
- Fall 2015: Visiting team chair on campus to make suggestions and ask for revisions to self-study document
- Spring 2016: Visiting team on campus
What is the Self-Study?
Self-Study

decennial evaluation consists of an extensive institutional self-study process that produces a written self-study report.

The self-study report and MSCHE’s 14 accreditation standards serve as the basis for on-site evaluation by a team of peer evaluators.

The self-study report has two sets of audiences and two major purposes.

The **primary audience** is the institution’s own community, and the secondary audience includes external (or public) constituencies.

The **primary purpose** of the self-study report is to **advance institutional self-understanding and self-improvement.**
Overview of Decennial Self-Study Process

1. **Design for Self-Study**
   - The institution prepares the design for its self-study process.

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

3. **Peer Review**
   - Volunteer peer educators evaluate the institution in the context of its self-study and the standards.

4. **Possible Follow-up**
   - MSCHE may require the institution to complete follow-up activities.
Self-Study

Organization of the Self-Study Report

- Institution’s Steering Committee organizes the self-study process
- Working groups study the programs and services included in the self-study design, existing or new data, and evaluative reports

- Theme 1: Student Success
- Theme 2: Program Development and Innovation
- Theme 3: Institutional Renewal and Effectiveness
- Theme 4: Leadership for Innovation
The document roadmap lists the fundamental elements of the 14 standards with links that provide evidence of Philadelphia University’s compliance.

Timeline: Work Completed

Nov. 2013: Self-Study process begins; Tri-Chairs appointed

Spring 2014: Steering Committee and Working Groups formed and charged

June 2014: Self Study Design accepted by MSCHE

October 2014: Working Group Research results in Documents Roadmap
baseline: Work Remaining

May 2015: Draft of Self-Study due to visiting team chair

Fall 2015: Visiting team chair on campus to make suggestions and ask for revisions to self-study document

Spring 2016: Visiting team on campus
PhilaU sends list of peer and aspirational institutions to MSCHE *

Early Spring 2015: MSCHE assigns visiting team chair

Spring 2015: 8-12 member team assigned by MSCHE

Institutions must be located outside of Philadelphia area and preferably out of state
Questions/Comments

About Accreditation?

About the Self-Study Process?
Theme 1: Student Success

STANDARDS:

Student Admissions and Retention
Student Support Services
Faculty
New and Expanded Markets
Nexus Learning
International and Global Initiatives
Student Support Services
Faculty Development and Governance
Experiential Learning
Faculty Composition, Quality and Effectiveness
Questions/Comments

Theme 1 – Student Success
Theme 2: Program Development and Innovation

We continue to innovate in the creation of new and the improvement of existing programs to advance our Nexus Learning approach.

This theme connects the four MSCHE Standards that address developing, maintaining and improving curricular and co-curricular programs and student learning.

Standard 11: Educational Offerings
Standard 12: General Education
Standard 13: Related Educational Activities
Standard 14: Assessment of Student Learning
narrative for this theme is driven by PhilaU’s mission, strategic planning and strategic build.

Influence includes institutional support, oversight, and implementation for the following:

1. Nexus Learning, DEC, Online, Globalizing
2. College Studies to Hallmarks
3. Study abroad, Online partnership, experiential learning, certificates
4. Assessment of student learning
Questions/Comments

Theme 2 – Program
Development and Innovation
Theme 3: Institutional Renewal and Effectiveness

Theme 3 is comprised of 3 Middle States Standards:
- Standard 2: Planning, Resource Allocation, and Institutional Renewal
- Standard 3: Institutional Resources
- Standard 7: Institutional Assessment

This grouping of Standards allows PhilaU to demonstrate:
- The degree to which institutional planning is supported by resource allocation and informed by ongoing assessment to ensure achievement of the mission.
Theme 3: Institutional Renewal and Effectiveness

Theme 3 Working Group Charges:
- Evaluate the effectiveness of the processes established to set and fund institutional priorities according to the principle of the Strategic Plan;
- Illustrate the integration of the budget and planning cycles with the assessment cycle;
- Illustrate how integration ensures PhilaU a leadership role in innovating its professional education mission.

The foundation of Theme 3 is:
- The evidence of how institutional renewal and effectiveness enables PhilaU to deliver the institutional learning outcomes (Course Catalog, p. 31).
Scheme 3: Institutional Renewal and Effectiveness

Scheme 3 will be threaded with our story of institutional innovation:

- Design-thinking planning processes (Strategic Plan and Strategic Build 2.0)
- Innovation in implementation and sustainability
- Budget and Resource allocation
- Entrepreneurial spirit and commitment to continued leadership in professional education. (ongoing assessment activities)
Questions/Comments

Theme 3 – Institutional Renewal and Effectiveness
Scheme 4: Leadership for Innovation

Standards:
1. Mission
4. Governance
5. Leadership
6. Integrity

Working Group: Russel, Pastore Howard, Fleming, Ku, Havens, Christoffersen, Pierce, Malhotra
Theme 4: Leadership for Innovation

Research Questions:

How do these elements facilitate the exchange of ideas, advance innovative educational practices, facilitate learning, research, scholarship, support the institution’s innovation?

Support academic and intellectual freedom

Working Group: Russel, Pastore Howard, Fleming, Ku, Havens, Christoffersen, Pierce, Malhotra
Questions/Comments

Theme 4 – Leadership for Innovation
Questions?

Vetting Committee

Tri-Chairs: Jeff Cromarty, Barbara Kimmelman and Pat Thatcher

Members: Matt Baker, David Breiner, Susan Calder, Pam Collins, Tracy DePedro, Susan Frosten, Sharon Harris, Mark Palladino, Chris Pastore, Philip Russel, Tom Schrand, Beth Shepard-Rabadam, Kerry Rapp, Suzanne Singletary, John Witherington

Website http://www.philau.edu/about/middlestates/