



**Middle States  
Reaccreditation 2002:  
The Process**

**Kick-Off Meeting  
November 1, 2000**

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# Reaccreditation: An Introduction



## ■ President Judson Taylor



# The Middle States Steering Committee

- Joy Hendrick, Faculty Chair
- Patricia Francis, Administrative Chair
- Joe Governali
- Jerry O'Callaghan (on leave fall 2000)
- Rob Ploutz-Snyder
- William Sharp
- John Shirley
- Robert Spitzer (fall 2000)
- Anthony Zagora



# Reaccreditation Overview

Patricia Francis

Executive Assistant to the President

- What is Middle States?
  
- What is the Purpose of Reaccreditation?
  
- SUNY Cortland's Reaccreditation History
  - 1992 Decennial Review
  - 1997 Periodic Review

# Middle States Time Line

Spring 2000

Form Steering Committee (SC)

Charge: Select Design  
Form subcommittee  
Structure  
Write charges

Fall 2000

Visit from Middle States liaison  
Canvas Faculty for volunteers  
SC - design form for  
Committee Reports  
Charges distributed  
Subcommittees begin work

Spring 2001

Subcommittees continue work  
Middle States Association  
Jan 1 - Select Evaluation  
Team Chair  
March - Select Team  
SC - review and edit drafts  
All final reports due by May 18

Fall 2001

Editing Group finalize report to  
send to Middle States  
Late Fall - Evaluation Team  
Chair makes preliminary  
campus visit

Spring 2002

March - Middle States Evaluation Team  
Campus Visitation  
June - CHE meets  
July 1 - Campus receives final notification  
from CHE regarding accreditation  
status

# The Design

Joy Hendrick

Exercise Science and Sport Studies

- Type of Design
- How Was Design Chosen?
- Special Emphasis Areas:
  - Planning and Assessment
  - Equity, Access, and Diversity
  - Intellectual Climate
  - Institutional Context (Internal and External)
  - Campus Infrastructure
  - Technology

# The Design Matrix (refer to your handout)

2002 Middle States Design - Draft (4/11/2000)

| <p><b>Comprehensive Parts</b></p> <p>→</p> <p>↓</p> <p><b>Special Emphasis Areas</b></p>  | <p><b>Academic Programs</b></p> <ul style="list-style-type: none"> <li>• Prof. Studies</li> <li>• A &amp; S</li> <li>• CE</li> <li>• Graduate</li> <li>• Athletics</li> <li>• Information Resources- Computing, Library, Classroom Media Services</li> <li>• International Programs</li> <li>• Outreach Services</li> <li>• Center for Education-Careers</li> <li>• Other Academic Affairs Units - Career, Network Value, Field Studies</li> </ul> | <p><b>Faculty and Staff</b></p>  | <p><b>Student Affairs</b></p> <ul style="list-style-type: none"> <li>• Campus Activities</li> <li>• A.S.A.P.</li> <li>• O.S.P.</li> <li>• Residential Services</li> <li>• Community Police</li> <li>• Recreational Sports</li> <li>• Counseling &amp; Student Dev.</li> <li>• Judicial Affairs</li> <li>• Multicultural Affairs</li> </ul> | <p><b>Institutional Advancement</b></p> <ul style="list-style-type: none"> <li>• Alumni Affairs</li> <li>• Foundation Affairs</li> <li>• Public Relations</li> <li>• Publications</li> </ul>                                    | <p><b>Finance and Management</b></p> <ul style="list-style-type: none"> <li>• Facilities &amp; Planning</li> <li>• Human Resources</li> <li>• Inv. Health &amp; Safety</li> <li>• Physical Plant</li> </ul>                                | <p><b>Enrollment Management</b></p> <ul style="list-style-type: none"> <li>• Registrar</li> <li>• Admission</li> <li>• Financial Aid</li> <li>• Admissions</li> <li>• 1<sup>st</sup> Year Programming</li> </ul>                         |
|---|--|--|--|---|--|--|
| <p><b>Assessment and Planning</b></p>   | <ul style="list-style-type: none"> <li>• Implementation of assessment plans</li> <li>• What's been learned/changed in programs?</li> <li>• Are programs up-to-date and meeting societal needs?</li> <li>• Program accreditation/certification</li> </ul>   | <ul style="list-style-type: none"> <li>• Faculty/staff involvement in assessment/certification/criteria clients</li> <li>• Faculty/staff "buy-in"</li> <li>• Timeliness</li> </ul>   | <ul style="list-style-type: none"> <li>• Implementation of assessment plans</li> <li>• What's been learned/changed in programs?</li> <li>• Are programs up-to-date?</li> <li>• Other planning processes</li> </ul>   | <ul style="list-style-type: none"> <li>• Implementation of assessment plans</li> <li>• What's been learned/changed in programs and services?</li> <li>• Are programs up-to-date?</li> <li>• Other planning processes</li> </ul> | <ul style="list-style-type: none"> <li>• Implementation of assessment plans</li> <li>• What's been learned/changed in programs and services?</li> <li>• Are programs up-to-date?</li> <li>• Other planning processes</li> </ul>            | <ul style="list-style-type: none"> <li>• Implementation of assessment plans</li> <li>• What's been learned/changed in programs and services?</li> <li>• Are programs up-to-date?</li> <li>• Other planning processes</li> </ul>          |
| <p><b>Equity and Access</b></p>   | <ul style="list-style-type: none"> <li>• Meeting individual student needs, including those in underrepresented groups (ethnic diversity, students with disabilities, adult learners)</li> <li>• Title IX compliance</li> </ul>   | <ul style="list-style-type: none"> <li>• Recruitment and retention of underrepresented faculty and staff</li> </ul>  | <ul style="list-style-type: none"> <li>• Staffing</li> <li>• Contributions to meeting needs of underrepresented students</li> <li>• Campus climate issues</li> </ul>   | <ul style="list-style-type: none"> <li>• Staffing</li> <li>• Other contributions</li> <li>• Non-tenured relationships</li> </ul>  | <ul style="list-style-type: none"> <li>• Staffing</li> <li>• Other contributions</li> <li>• ADA compliance</li> </ul>  | <ul style="list-style-type: none"> <li>• Staffing</li> <li>• Development of enrollment plans specific to recruitment and retention of underrepresented students (ethnic minority, adult learners, students with disabilities)</li> </ul> |
| <p><b>Intellectual Climate</b></p> <ul style="list-style-type: none"> <li>- Quality of Instruction</li> <li>- Campus Climate</li> </ul> | <ul style="list-style-type: none"> <li>• Ways to demonstrate and improve quality of instruction and achievement</li> <li>• Offering a range of instructional modes</li> <li>• Other ways of contributing to intellectual climate</li> <li>• Do students demonstrate information literacy?</li> </ul>   | <ul style="list-style-type: none"> <li>• Use of range of instructional modes</li> <li>• Research and scholarly activity</li> <li>• Professional development opportunities and training</li> <li>• Recruitment and retention of qualified faculty and staff</li> <li>• Faculty and staff involvement</li> <li>• Do faculty emphasize information literacy?</li> </ul> | <ul style="list-style-type: none"> <li>• Opportunities for experiential/linked to credit learning courses</li> <li>• Other contributions to quality of instruction</li> <li>• Contributions to improving intellectual campus climate</li> <li>• Effect of student behavior and socialization issues</li> </ul>                             | <ul style="list-style-type: none"> <li>• Contributions to improving intellectual campus climate</li> <li>• Funding for faculty development</li> </ul>   | <ul style="list-style-type: none"> <li>• Contributions to improving intellectual campus climate</li> </ul>   | <ul style="list-style-type: none"> <li>• Contributions to improving intellectual campus climate</li> </ul>   |
| <p><b>Technology</b></p>  | <ul style="list-style-type: none"> <li>• Do students demonstrate computer literacy?</li> <li>• Infusion of technology into particular programs</li> <li>• Non-traditional modes of instruction (distance learning)</li> <li>• Staff training</li> </ul>  | <ul style="list-style-type: none"> <li>• Use in courses</li> <li>• Use of distance learning and SMART classrooms</li> <li>• Other instructional uses of technology</li> </ul>  | <ul style="list-style-type: none"> <li>• Incorporation of technology into services and operations</li> <li>• Staff training</li> <li>• Innovative uses</li> </ul>  | <ul style="list-style-type: none"> <li>• Incorporation of technology into services and operations</li> <li>• Staff training</li> <li>• Innovative uses</li> </ul>   | <ul style="list-style-type: none"> <li>• Incorporation of technology into services and operations</li> <li>• Staff training</li> <li>• Innovative uses</li> </ul>  | <ul style="list-style-type: none"> <li>• Incorporation of technology into services and operations</li> <li>• Staff training</li> <li>• Innovative uses</li> </ul>  |
| <p><b>Institutional Context</b></p> <ul style="list-style-type: none"> <li>- Internal</li> <li>- External</li> </ul>                    | <ul style="list-style-type: none"> <li>• External relations (SBO, NCATE, SUNY)</li> <li>• Accommodating enrollment growth</li> </ul>   | <ul style="list-style-type: none"> <li>• Policy issues</li> <li>• Political issues</li> <li>• Governance</li> <li>• Accommodating enrollment growth</li> </ul>   | <ul style="list-style-type: none"> <li>• Community relations</li> <li>• Student behavior/socialization</li> <li>• Accommodating enrollment growth</li> </ul>   | <ul style="list-style-type: none"> <li>• Development and implementation of Capital Campaign</li> <li>• Community relations</li> <li>• Accommodating enrollment growth</li> </ul>  | <ul style="list-style-type: none"> <li>• Expenses of College's resources base in light of meeting State measures</li> <li>• External relations - FIBA</li> <li>• Community relations</li> <li>• Accommodating enrollment growth</li> </ul> | <ul style="list-style-type: none"> <li>• Achieving a more balanced enrollment between Schools</li> <li>• Accommodating enrollment growth</li> </ul>  |
| <p><b>Infrastructure</b></p>  | <ul style="list-style-type: none"> <li>• Suitable recreational facilities</li> <li>• Creative education centers</li> </ul>   | <ul style="list-style-type: none"> <li>• Adequate off-lot space</li> <li>• Faculty/staff centers</li> </ul>  | <ul style="list-style-type: none"> <li>• Recreation Center</li> <li>• Maintenance of residence halls</li> <li>• Student Union</li> </ul>   | <ul style="list-style-type: none"> <li>• Alumni Union</li> </ul>  | <ul style="list-style-type: none"> <li>• Parking (+ MAP)</li> <li>• Planning</li> <li>• Transportation</li> <li>• Master plan program</li> </ul>   | <ul style="list-style-type: none"> <li>• Campus attract/retire and land use related to student recruitment</li> </ul>  |

# The Comprehensive Component: Some General Observations

- Every Unit of the College Undergoes Review
- Comprehensive Component Conducted Primarily by Vice Presidents, Associate Vice Presidents, and Deans
- Role of Steering Committee, LRPC, and EPC
- Steering Committee Provides Detailed Charges to All Involved, and Contact Person from Steering Committee Assigned

# The Comprehensive Component: Vice Presidents and Associate Vice Presidents

- Steering Committee Provides Detailed Charge
- VP's, AVP's Provide Charge to Unit Heads
- Unit Heads Provide Reports to VP's and AVP's
- VP's, AVP's Provide Integrated Report to Steering Committee (along with all primary reports and materials)

# The Comprehensive Component: Deans

- Steering Committee Provides Detailed Charge
- Deans Provide Charge to Department Chairs, Program Coordinators, and Unit Heads
- Department Chairs, Program Coordinators, and Unit Heads Provide Reports to Deans
- Deans Provide Integrated Report to Steering Committee (along with all primary reports and materials)

# The Comprehensive Component: Available Resources

- Questionnaires for Department Chairpersons and Program Coordinators
- Questions for Support and Service Units
- Comprehensive Collection of Data and Institutional Reports
- Middle States Office
- Middle States Website

# The Comprehensive Component: Guidelines for Gathering Information and Preparing Reports

## ■ Information-Gathering

- Maximal Use of Existing Data and Reports
- Necessity for Minimizing and Coordinating New Data Collection Efforts
- Establishing and Adhering to Time Lines

## ■ Preparing Reports

- Description, Analysis, Discussion of Strengths and Weaknesses, and Recommendations (Short- and Long-Term)

# The Comprehensive Component: Guidelines for Gathering Information and Preparing Reports

## ■ Preparing Reports (cont.)

- Reaching Data-Based Conclusions
- Adhering to Editing/Formatting Guidelines, General Outline, and Page Limits
- Meeting Deadlines (for interim and final drafts)
- Steering Committee the “Final Editor”

# The Comprehensive Component: Important Fall Dates to Remember

- Charges and Relevant Materials Distributed by Steering Committee by November 6
- First Meeting Held with Unit Heads to Discuss Middle States Process No Later than November 15
- Steering Committee Charge Confirmed or Revised No Later than November 22

# Special Emphasis Areas:

## The seven work groups

- Committees formed, chairs have agreed to serve and liaisons appointed
- Work group chairs are invited to meet with steering committee - Nov. 9 at 2:00 in Miller Board Room (405)
- Work to begin within next 2 weeks
  - First meeting will be convened (by 11/15)
  - Student members recruited

# Work Groups

## continued

- Specific committee charges and other materials will be circulated to chairs by week of 11/6
- Committee will review charge to see if other questions need to be added (by 11/22)

### ■ Remainder of fall semester

- determine how information will be obtained in order to fully analyze question
- number of inventories, reports and data bases currently available

# Work Groups - Spring Semester

- Gather and synthesize available information
- Prepare first draft of report according to editorial style and guidelines provided
  - focus on analysis of strengths and weaknesses
  - provide recommendations
- Submit first draft between 3/19 and 4/2
- Feedback will be provided by Steering Committee
- Incorporate suggestions and submit final report between 4/30 and 5/14

# Other comments and considerations

- Web page is coming
- All documents in WORD
- Critical to follow deadlines
- Communicate regularly with steering committee via liaison and/or co-chairs

# **Middle States Reaccreditation 2002: The Process**

