REPORT ON RE-ACCREDITATION
AT CORNELL

Dean Alan Mathios
September 9, 2009

University Accreditation

through the
Middle States Commission on Higher Education
What is accreditation?

• Cornell is accredited through the Middle States Commission on Higher Education (MSCHE, or “Middle States”)

• Our accreditation is up for renewal in Spring 2011

• Accreditation is required to access federal funds including student financial aid

• University accreditation is distinct from specialized/professional accreditation
What is the accreditation process?

• Decennial accreditation process involves
  – in-depth institutional self-study report
  – site visit by external review team

• Cornell must demonstrate that it meets fourteen “standards for accreditation” or “characteristics of excellence”

• External review team:
  – reads the report
  – visits campus
  – recommends action to Middle States
What is the self study?

• Overseen by the Accreditation Steering Committee
• Pieces drafted by six, topical Working Groups
• Demonstrates that Cornell meets each of fourteen standards
• Culminates in a ~200 page narrative
• Theme: “Any Person … Any Study” within One University
• Due to Middle States early in 2011
Who is on the Accreditation Steering Committee?

- Alan Mathios, co-chair and Dean of Human Ecology
- Kent Hubbell, co-chair and Dean of Students
- Bill Fry, Dean of Faculty
- Barbara Knuth, Senior Associate Dean, CALS
- Susan Murphy, Vice President, Student & Academic Services
- Paul Streeter, Interim Vice President, Budget & Planning
- Marin Clarkberg, Associate Director, Institutional Research
- Kristin Walker, Manager of Support, Institutional Research
- Nikhil Kumar, undergraduate student, ILR
- Gina Ryan, graduate student, Microbiology
- David Hajjar, Weill Cornell Medical College

And … the six Working Group chairs…
Six Working Groups & Fourteen Standards

Steering Committee

- Institutional Stewardship
  (Standards: 1, 2, 3 and 7)

- The Faculty
  (Standard: 10)

- Educational Offerings
  (Standards: 11, 12, 13)

- Integrity, Governance & Administration
  (Standards: 4, 5, and 6)

- Student Admissions & Supports
  (Standards: 8 and 9)

- Assessment of Student Learning
  (Standard: 14)
Institutional Stewardship: Standards 1, 2, 3 and 7

1. Mission, Goals, and Objectives
2. Planning, Resource Allocation, & Inst’l Renewal
3. Institutional Resources
7. Institutional Assessment

Chair: Kathy Rasmussen, Nutritional Sciences
- Steve Cohen, Vice Dean for Administration, Weill
- Joanne DeStefano, Vice President for Financial Affairs
- Sandy Dhimitri, College of Human Ecology
- Cathy Dove, Engineering
- Dan Robertson, Institutional Research and Planning
- Robert Smith, Industrial & Labor Relations
- Kristin Walker, Institutional Research & Planning
- Kyu-Jung Whang, Vice President for Facilities Services
Integrity, Governance and Administration: Standards 4, 5 and 6

4. Leadership and Governance
5. Administration
6. Integrity

Chair: Charles Walcott, Neurobiology & Behavior

- Christopher Ahn, Graduate Student
- Judith Appleton, College of Veterinary Medicine
- Michael Esposito, Academic Personnel Policy Office
- Mary Beth Grant, Judicial Administrator
- James Kahn, Deputy University Counsel, Weill
- Beth McKinney, Cornell Wellness Program
- Mary Opperman, Vice President for Human Resources
- Nelson Roth, Deputy University Counsel
- Carin Rundle, Office of the Provost
8. Student Admissions
9. Student Support Services

Chair: Charles Walcott, Neurobiology & Behavior
- Rosemary Avery, Policy Analysis & Management
- Susan Cook, Graduate Student
- Doris Davis, Associate Provost for Undergraduate Admissions & Enrollment
- David DeVries, College of Arts & Sciences
- Betsy East, College of Engineering
- Chari Fuerstenau, Institutional Research & Planning
- Sarah Hale, Graduate School
- Timothy Marchell, Gannett Health Services
- Steve Morgan, Sociology
- Rebecca Smith, Undergraduate
- Jennifer Westling, Division of Budget & Planning
10. The faculty

Chair: Amy Villarejo, Theatre, Film & Dance

- Mark Albano, Assistant Dean for Faculty Affairs, Weill
- Cynthia Bowman, Law School
- Jefferson Cowie, Industrial & Labor Relations
- Ronald Hoy, Neurobiology & Behavior
- Rolf Pendall, City & Regional Planning
- William Searle, Institutional Research & Planning
- Kim Weeden, Sociology
- Randy Worobo, Food Sciences (Geneva)
Educational Offerings:
Standards 11, 12 and 13

11. Educational Offerings
12. General Education
13. Related Educational Activities

Chair: Laura Brown, English & Vice Provost for Undergraduate Education

- Steve Ceci, Developmental Psychology
- Matt Miller, Mechanical & Aeronautical Engineering
- Natalie Raps, Undergraduate
- Annelise Riles, Anthropology & Law
- Nick Salvatore, Industrial & Labor Relations
- Patricia Stark, Office of the Provost
- Carol Storey-Johnson, Senior Associate Dean for Education, Weill
Assessment of Student Learning: Standard 14

14. Assessment of Student Learning
Chair: David Gries, Computer Science
- Brian Chabot, Ecology & Evolutionary Biology
- Mark Constas, Education
- James Cutting, Psychology
- Kathy Dimiduk, Engineering
- Marne Einarson, Institutional Research & Planning
- Kathleen Gemmell, Arts & Sciences
- Kathleen Gibson, Design & Environmental Analysis
- Katherine Gottschalk, Arts & Sciences
- Zsuzsa Koltay, Library
- Ed McLaughlin, Applied Economics & Management
- Terry Plater, Graduate School
- Don Viands, Plant Breeding & Genetics
- Kristin Walker, Institutional Research & Planning
- David Way, Center for Teaching Excellence
What is the time line?

Self-study plan devised; Working Groups charged and appointed (Spring 2009)

Final draft of Working Group reports due to Steering Committee (Spring 2010)

Steering Committee shares first draft of Self Study with campus (Fall 2010)

Final draft of Self Study submitted to MSCHE (March 2011)

External evaluation team visits campus (May 2011)
For more information

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Standard 14: Assessment of Student Learning

Assessment of student learning demonstrates that the institution’s students have knowledge, skills, and competencies consistent with institutional goals and that students at graduation have achieved appropriate higher education goals.

The institution must possess the following:

• Clearly articulated statements of expected student learning outcomes at all levels (institution, program, course)
• A documented, organized, and sustained assessment process to evaluate and improve student learning
• Evidence that student learning assessment information is shared and discussed with constituents and is used to improve teaching and learning.
Plan for assessment

Colleges nominate delegates for campus-wide assessment discussion

Delegates attend “Meeting Middle States Expectations for Student Learning Assessment,” Sept 24-25

College delegates work with college deans and with Vice Provost for Undergraduate Education to develop an appropriate plan for assessment

Report back to Faculty Senate and other constituencies

Implementation of plan for assessment