



**Preliminary
Program**

MSCHE



Annual Conference

2017

December 6-8, 2017

**Philadelphia Marriott Downtown
Philadelphia, PA**

Middle States Commission on Higher Education

A Word About the MSCHE Annual Conference

We invite you to join us in Philadelphia—our nation’s birthplace—for the 2017 Annual Conference of the Middle States Commission on Higher Education.

The Commission is moving toward the full implementation of its new accreditation standards and its new accreditation processes and cycle, while experiencing a changing higher education regulatory landscape in Washington. This year’s Annual Conference provides member institutions with an invaluable opportunity to learn how to confront the challenges they will face over the coming year.

The pre-conference workshops and the conference’s concurrent sessions will examine issues that are key to the success of MSCHE members. Among the concurrent sessions will be several presented by institutions that were involved in the Commission’s Collaborative Implementation Project and recently had their accreditation reaffirmed based on self-studies prepared under the new standards. The Annual Conference will include four plenary sessions, including one on the implementation of the new Standards and one that will focus on the new accreditation processes. Further information on the plenary sessions will be available on the MSCHE website.

Read on and learn more about this year’s stimulating and informative program. We hope to see you in Philadelphia!



Gary L. Wirt, Ed.D.
*Chair of the Commission;
and President,
Goldey-Beacom College*



Elizabeth H. Sibolski, Ph.D.
President of the Commission



Margaret M. McMenamin, Ed.D.
*Conference Program Chair;
Vice Chair of the Commission; and
President, Union County College*

2017 Annual Conference Planning

Organizers

- KJ Fitzpatrick, *MSCHE Director for Conferences and Educational Programs*
Victoria Clark, *MSCHE Assistant Director for Conferences and Educational Programs*
Richard J. Pokrass, *MSCHE Director for Communications and Public Relations*

Program Committee/Reviewers

- Bronte Burleigh-Jones, *MSCHE Commissioner; and
Vice President for Finance and Administration, Dickinson College*
Ellie A. Fogarty, *MSCHE Vice President*
Barbara Samuel Loftus, *Vice President of Planning, Misericordia University*
Andrea A. Lex, *MSCHE Senior Vice President for Operations*
Heather F. Perfetti, *MSCHE Vice President for Legal Affairs and Chief of Staff*



Information

MSCHE



**Registration
Accommodations
Schedule at a Glance**

Registration Information

Early Registration Save \$120 off the on-site registration fee if you register on or before November 3, 2017.	On-Site Registration <i>After November 3, 2017, registration is available only on-site.</i>
\$675	\$795

Unless otherwise noted, the registration fee includes all general sessions, exhibits, welcome reception, continental breakfasts with exhibitors, Thursday box lunch, and complimentary Wi-Fi on meeting room floors. **Pre-conference workshops require additional fees (see below).** Badges and conference materials will be held for attendees' arrival at the conference.

How to Register

All registrations must be completed **online** with a credit card (MasterCard, Visa, or American Express only). **Checks and purchase orders are not accepted.** To register, visit www.msche.org, click on *Events*, and scroll to the link for the 2017 Annual Conference.

Conference Refund/Cancellation Policy

To qualify for a refund, registrations must be canceled online by November 3, 2017. A cancellation fee of \$145 will be assessed, regardless of the reason for the cancellation. **Cancellations after this date and "no shows" are not entitled to a refund.**

Pre-Conference Workshop Registration Information

Six pre-conference workshops are offered this year (see pages 10-11 for details). Each workshop has a maximum attendance, so early registration is encouraged. **Registration for pre-conference workshops will NOT be available on-site.** All workshops are separately ticketed activities. **Pre-conference workshop participants must register for the full conference in addition to the pre-conference workshop.** The workshop registration fees are as follows:

Full-Day Workshops \$245 each; Fee includes lunch and refreshment breaks.

- W-1 Role and Responsibilities of the Accreditation Liaison Officer
- W-2 Commission Actions, Campus Crises, and Anxious Constituents:
Keeping Everyone Calm and Informed

Half-Day Workshops \$135 each; Fee includes refreshment break. Note: Lunch NOT included.

- W-3 Building Capacity in Order to Integrate Accreditation Processes into College Functions
- W-4 Self-Study: Writing the Report and Preparing for the Team
- W-5 Building Capacity in Order to Integrate Accreditation Processes into College Functions
- W-6 Self-Study: Writing the Report and Preparing for the Team

Pre-Conference Workshops Refund/Cancellation Policy

To qualify for a refund, pre-conference workshop registrants must cancel online by November 3, 2017. A cancellation fee of \$85 will be assessed for full-day workshops and \$45 for half-day workshops, regardless of the reason for cancellation. Cancellations after this date are not entitled to a refund.

Philadelphia Marriott Downtown Hotel



The 2017 MSCHE Annual Conference will be held at the Philadelphia Marriott Downtown Hotel, 1201 Market Street, Philadelphia, PA 19107. The hotel commands a towering presence in the heart of America’s original capital city. Surrounded by rich revolutionary history and culture, guests at this Center City hotel enjoy close proximity to historic attractions.



Independence Hall, the Liberty Bell, the National Constitution Center, and the new Museum of the American Revolution are a short walk, cab, or bus ride away. Some of Philadelphia’s finest restaurants are located within walking distance of the hotel. Also nearby are many of the city’s top shopping and entertainment venues. The hotel is ideal for travelers, with its close proximity to various modes of transportation, including air, rail, bus, and automobile.

Conference Rate

\$214 per night plus applicable taxes (single or double occupancy). All reservations must be accompanied by a first night room deposit or guaranteed with a major credit card. Reservations must be canceled at least 72 hours prior to arrival to avoid a fee equal to one night’s room and tax. To receive the conference rate, you must indicate that you are attending the Middle States Commission on Higher Education Annual Conference. Limited on-site valet parking is available for an additional fee.

To Make Your Reservation

Online: Log onto www.msche.org. Click on *Events* and scroll to the Annual Conference link. After clicking on this link, go to the special Marriott reservations link under *Accommodations*.

By Telephone: Call 1-877-901-6632. To receive the conference rate, you must indicate that you are attending the Middle States Commission on Higher Education Annual Conference.

Reservations are made on a space and type-available basis. The hotel will hold the room block until November 3, 2017 or until the block is sold out—whichever comes first. After this date, any remaining unreserved rooms in the MSCHE room block will be released for general sale to the public on a space and rate-available basis. *(Please do not make duplicate reservations to hold additional rooms. Doing so removes rooms from the group block and limits the availability of rooms for other attendees. Please finalize your reservation early and cancel any unneeded room nights as soon as possible. This will allow others the opportunity to stay at the conference hotel.)*

Note that the Middle States Commission on Higher Education only contracts hotel services for the 2017 Annual Conference through the Philadelphia Marriott Downtown Hotel. No other company is authorized by the Middle States Commission on Higher Education to provide hotel reservations for this meeting. MSCHE is not connected in any way with other companies claiming to represent or provide hotel services for the organization.

WEDNESDAY, December 6, 2017

- 7:30 am – 6:30 pm **Registration**
- 8:30 am – 4:00 pm **Pre-Conference Workshops** *See Pages 10-11*
PRE-REGISTRATION REQUIRED. NO ON-SITE REGISTRATION.
- 5:00 – 6:00 pm **Plenary Session**
- 6:00 – 7:30 pm **Welcome Reception and Opening of Exhibits**
Join us for the opening of the Exhibit Hall and MSCHE Bookstore.

THURSDAY, December 7, 2017

- 7:00 am – 4:30 pm **Registration**
- 7:30 – 8:45 am **Breakfast with Exhibitors**
Exhibit Hall open until 4:30 pm.
- 7:45 – 8:45 am **Presidents/Provosts Breakfast**
OPEN TO PRESIDENTS AND PROVOSTS ONLY.
PRE-REGISTRATION REQUIRED. NO ON-SITE REGISTRATION.
- 9:00 – 10:00 am **Plenary Session**
- 10:00 – 10:15 am **Exhibits** - *Visit the Exhibit Hall.*
- 10:15 – 11:00 am **Concurrent Sessions**
- You're Reaccredited, Now What? Maximize the Process for Institutional Improvement
 - West Point's Approach for Developing Effective and Sustainable Shared Governance
 - Developing a New Core: Navigating the Four Frame Organizational Model
 - Standard IV: Support of the Student Experience –
Linking Mission, Goals, and Educational Outcomes to Resource Allocation and Planning
 - Using Mission, Market, and Margin as an Outcome Lens
 - Restructuring Academic Success Services to Promote Student Success
- 11:00 – 11:15 am **Exhibits** - *Visit the Exhibit Hall.*
- 11:15 am – 12:00 pm **Concurrent Sessions**
- A Transformational Journey:
One Institution's Experience Using the New Accreditation Standards
 - Fast and Furious: A Model of Institutional Optimization to Phase
Dynamic Environments
 - Mapping an Entire University's Undergraduate Curriculum to
General Education Objectives
 - Walking Students Through the Front Door
 - Trust the Process—How to Avoid Shelving Your Strategic Plan
 - Many Birds with One Stone: Developing a Multipurpose Student Evaluation System
- 12:00 – 1:30 pm **Box Lunch with Exhibitors**
- 1:30 – 2:15 pm **Concurrent Sessions**
- Developing and Implementing a General Education Assessment Plan
 - Collecting Meaningful Assessment Data Across the Standards
 - From Planning to Action: Implementing an Administrative Assessment Process
 - College Engagement, MSCHE and Guided Pathways—Perfect Together
 - Using 'Mission' and 'Periodic Assessment' to Move Toward Continuous Improvement
 - Can We Execute Our Strategic Plan Successfully? Getting to Yes!

2:15 – 2:30 pm

Exhibits – *Visit the Exhibit Hall.*

2:30 – 3:15 pm

Concurrent Sessions

- Collecting Data to Build Faculty Support for Improving General Education
- A Roadmap to Integrate and Assess Mission
- Assessment: Enhancing Academic Quality and Student Experience
- Integrative Success Student Models: Early Warnings, Mentoring, and Academic Development
- Navigating to the Common Center: The Strategic Planning Process for Small and Mid-Size Institutions
- Making Meaningful Programmatic Decisions with Clinical Assessment Data

3:15 – 3:30 pm

Exhibits – *Visit the Exhibit Hall.*

3:30 – 4:30 pm

Plenary Session

Dinner on your own. *Pick up a free copy of the 2017 MSCHE Restaurant and Transportation Guide at the MSCHE Booth in the Exhibit Hall.*

FRIDAY, December 8, 2017

7:00 – 11:30 am

Registration

7:30 – 8:45 am

Breakfast with Exhibitors – *Exhibit Hall open until 11:30 am.*

7:45 – 8:45 am

Accreditation Liaison Officers Breakfast

OPEN TO INSTITUTION-DESIGNATED ALOS ONLY.

PRE-REGISTRATION REQUIRED. NO ON-SITE REGISTRATION.

9:00 – 10:00 am

Plenary Session

10:00 – 10:15 am

Exhibits – *Visit the Exhibit Hall.*

10:15 – 11:00 am

Concurrent Sessions

- Using Cloud Computing Resources for Assessment and Accreditation
- Developing Academic Leaders for Effective Governance, Leadership, and Administration
- Reframing the Distance Education Review
- Implementing Guided Pathways: The Experience of Three Community Colleges
- Reexamining Evidence to Comply with New Standard VI— Planning, Resources, and Institutional Improvement

11:00 – 11:15 am

Exhibits – *Visit the Exhibit Hall during the final break.*

11:15 am – 12:00 pm

Concurrent Sessions

- How to Successfully Navigate the Substantive Change Process
- A Guide to Accreditation Preparation and Institutional Improvement
- Follow-up Reports: What, Why, and How?
- An Integrated Approach to Academic Program Development and Evolution
- Coupling a Retention-Driven Predictive Analytics Initiative with MSCHE Standards

12:00 pm

Conference Adjourns



All MSCHE 2017 Annual Conference events will be held at the Philadelphia Marriott Downtown.

The Middle States Commission on Higher Education encourages meaningful and constructive dialogue as well as respectful conduct among attendees at the MSCHE Annual Conference.

The contents of all presentations are developed by the individual speakers. With the exception of Commission staff presenters, MSCHE neither implies its endorsement nor support of the comments of individual presenters. All conference functions are subject to change and/or cancellation due to circumstances beyond the control of the Commission. Individual recording (audio or visual) of conference presentations is strictly prohibited.

Consent to Use Photographic Images

Throughout the conference, MSCHE will be photographing various events and activities. These photos may be used in future Commission newsletters, promotional materials for other MSCHE-sponsored conferences and workshops, and miscellaneous MSCHE publications, both print and electronic. By registering, attending, or participating in the MSCHE Annual Conference, all attendees consent to be photographed and/or video recorded and to allow the Commission to use such images for promotional and informational purposes.

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Delaware State University

Rowan College at Burlington County

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Atlantic Cape Community College

Swarthmore College

SUNY Oswego

15 Franklin & Marshall College

21 Penn State University

24 Kutztown University

27 istockphoto.com

All others Richard J. Pokrass (MSCHE Staff)



Pre-Conference Workshops

MSCHE



WEDNESDAY December 6, 2017

The following workshops are separately ticketed events. **Pre-conference workshop participants must register for the full conference.** See page 4 for registration details. Each workshop has a maximum enrollment, so early registration is encouraged. **Registration will not be available on-site for Pre-conference workshops.**

8:30 am - 4:00 pm

Full-Day Workshops

(includes lunch and refreshment breaks)

W-1: Role and Responsibilities of the Accreditation Liaison Officer

The Accreditation Liaison Officer (ALO) is an important role for MSCHE and its member institutions. The ALO serves as the primary contact with the Middle States staff and as a resource for the institution on MSCHE accreditation issues. This workshop is for new and experienced ALOs who are interested in learning more about the leadership and communication responsibilities of the ALO within the context of the institution. A variety of topics will be addressed, including substantive change and the transition to the Annual Institutional Update in the new accreditation process. Presentations from members of the Middle States staff will help introduce new ALOs to the role and will assist more experienced ALOs in understanding some of the newer policies, guidelines, and procedures used by the Commission. Experienced ALOs will share perspectives of the ALO role over the years, lessons learned, and the importance of the ALO as a means of promoting educational quality and institutional effectiveness on campus.

Workshop Learning Objectives:

- ◆ Understand the role of the ALO;
- ◆ Review Commission policies, guidelines, and procedures as they apply to the role of the ALO;
- ◆ Gain a better understanding of Commission expectations for the ALO.

Audience: Current Institutional ALOs

Presenters: MSCHE Staff.

Fee: \$245

W-2: Commission Actions, Campus Crises, and Anxious Constituents: Keeping Everyone Calm and Informed

In today's environment of increasing demands for transparency and accountability, it is more important than ever for higher education institutions to accurately convey their accreditation status to various constituencies and to keep their accreditors informed of crises or unique challenges on the campus. In this all-day workshop, MSCHE's Director for Communications and Public Relations along with panelists from member institutions, will discuss several key topics, including: How to Accurately Convey Your Institution's Accreditation Status While Avoiding Common Mistakes; Handling the Fallout from a Commission Action; Keeping Your Publics (Including Your Accreditors) Informed While Managing a Crisis; and How to Deal with Anxious Constituents When Facing an Accreditation Event. There will be opportunities for audience interaction as well as some hands-on exercises.

Workshop Learning Objectives:

- ◆ Understand MSCHE's expectations for communication with campus stakeholders;
- ◆ Learn how to accurately convey information about a change in the institution's accreditation status while minimizing constituent anxiety;
- ◆ Be able to craft a plan to handle an accreditation crisis.

Audience: Intermediate

Facilitator: Richard J. Pokrass, *MSCHE Director for Communications and Public Relations and long-time college administrator.*

Fee: \$245

(includes refreshment break; lunch NOT included)

The half-day morning pre-conference workshops will be repeated in the afternoon. They are not a continuation of the morning sessions.

W-3 AM or W-5 PM: Building Capacity in Order to Integrate Accreditation Processes into College Functions

Preparation for accreditation events is often approached on campus as an “all hands on deck” emergency committee process. Committees are formed for the sole purpose of addressing the impending accreditation event and are then disbanded once the event is over. This may be an effective approach for meeting immediate needs, but does not lend itself to continuous improvement and institutional effectiveness. In this workshop, participants will be introduced to thinking of accreditation as an ongoing and “appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement” (Standard I.1.a) by working to create a sustainable, integrated approach to document and process collection that can provide the institution with a meaningful experience and allows for engagement of stakeholders, creates a higher quality self-study, and helps create ongoing professional development opportunities for new faculty and staff to step into a process that is interwoven into the everyday being of the institution.

Workshop Learning Objectives:

- ◆ Understand how to assess the integrated accreditation documentation and process at one’s own institution;
- ◆ Identify strengths and weaknesses of current assessment efforts;
- ◆ Design capacity-building techniques to maximize committee effectiveness for ongoing accreditation work.

Audience: Intermediate

Presenters: Jacob Amidon, *Associate Vice President for Academic Initiatives*; and Debora Hinderliter Ortloff, *Director of Academic Assessment, Finger Lakes Community College*.

Fee: \$135 each

W-4 AM or W-6 PM: Self-Study: Writing the Report and Preparing the Team

This workshop on the latter phases of self-study is intended for those institutions with team visits in Spring 2018 through Spring 2019 that are addressing the Standards for Accreditation and Requirements of Affiliation (2014). Institutional self-study leaders familiar with the Standards will join Commission staff in providing guidance about the self-study phases that involve moving from research to writing the report and preparing for the study phases that involve moving from research to writing the report and preparing for the team visit. What are effective approaches to editing work group reports into a single coherent, effective self-study report and having that report reviewed by the campus community? How can the logistics of communicating with the team and planning the campus visit be managed to ensure that the visit is an effective part of the evaluation process and a positive experience for all involved? What happens after the team leaves?

Workshop Learning Objectives:

- ◆ Understand the transition from research to writing the self-study report;
- ◆ Learn how to edit multiple work group reports into a single, cohesive document;;
- ◆ Understand how to plan and manage an effective campus visit by the evaluation team.

Audience: Those whose institutions will have a self-study evaluation visit in Spring 2018 – Spring 2019

Presenters: Robert A. Schneider, *Senior Vice President for Accreditation Relations, Middle States Commission on Higher Education*; and Jacqueline LeBlanc, *Vice President for Planning and Assessment, LIM College*

Fee: \$135 each

Conference Exhibit Hall

The Exhibit Hall is a popular place to explore the new products and services offered by participating companies and to network with professional peers. In addition to the exhibits, the hall will feature continental breakfast each day for conference attendees, box lunches on Thursday, December 7, and the MSCHE Booth. To view the current list of exhibitors, visit www.msche.org, click on *Events*, and scroll to the link for the 2017 Annual Conference.

Schedule:

Wednesday, December 6	Exhibit Hall Welcome Reception	6:00 – 7:30 pm
Thursday, December 7	Exhibit Hall Open	7:30 am – 4:00 pm
	Breakfast in the Exhibit Hall	7:30 – 8:45 am
	Box Lunch with Exhibitors	12:00 – 1:30 pm
Friday, December 8	Exhibit Hall Open	7:30 – 11:30 am
	Breakfast in the Exhibit Hall	7:30 – 8:45 am

This year's MSCHE Booth will contain a wide selection of some of the newest books available on assessment, governance, and online teaching. In addition, there will be MSCHE publications available for purchase. Stop by, browse, and select your favorites. Visa, MasterCard, and American Express will be accepted for all purchases. Also available will be free brochures on Philadelphia cultural and historic attractions, transit information, and the newly updated *MSCHE Philadelphia Restaurant and Transportation Guide*.





Conference Program

MSCHE



WEDNESDAY-FRIDAY
December 6-8, 2017

WEDNESDAY, December 6, 2017

7:30 am - 6:30 pm **Conference Registration**

5:00 - 6:00 pm **Plenary Session**

6:00 - 7:30 pm **Welcome Reception and Opening of Exhibits**

Renew old acquaintances and make new friends as you participate in opening night for the Exhibits. Visit the MSCHE Booth for a free MSCHE Restaurant and Transportation Guide, information on Philadelphia cultural and historic attractions, and public transportation maps. Open to all conference participants.

THURSDAY, December 7, 2017

7:00 am - 4:30 pm **Conference Registration**

7:30 - 8:45 am **Breakfast with Exhibitors**

Open to all conference registrants. Continental breakfast, exhibits, and MSCHE Booth. **Exhibits open until 4:30 pm.**

7:45 - 8:45 am **Presidents/Provosts Breakfast**

PRE-REGISTRATION REQUIRED. NO ON-SITE REGISTRATION.
Open to Presidents and Provosts only.

Join other Presidents and Provosts as well as the Commission staff for breakfast and a brief and informative program addressing important accreditation topics.

9:00 - 10:00 am **Plenary Session**

10:00 am - 10:15 am

Exhibits

You're Reaccredited, Now What? Maximizing the Process for Institutional Improvement

Maintaining momentum for continued improvement following the self-study process can sometimes be challenging. Rochester Institute of Technology, Montclair State University, and Queens College (CUNY), all members of MSCHE's Collaborative Implementation Project, recently completed the self-study, site visit, and the final Commission determination cycle. The panel will share and discuss examples of self-study and team visit recommendations/suggestions.

Learning Objectives:

- ◆ Discuss and explain the institutions' experiences with the accreditation process using the seven new MSCHE standards;
- ◆ Examine the outcomes through the lenses of institutional assessment data, accreditation standards, and strategic planning priorities;
- ◆ Describe how moving forward action plans ensure continuous improvement and remain central to the work of institutional constituents, both internal and external.

Audience: Intermediate

Presenters: Joanne Coté-Bonanno, *Associate Provost for Academic Programs and Assessment, Montclair State University*; Christine M. Licata, *Senior Associate Provost for Academic Affairs, Rochester Institute of Technology*; and Cheryl Littman, *Acting Dean of Institutional Effectiveness, Queens College of The City University of New York*

West Point's Approach for Developing Effective and Sustainable Shared Governance

Effective governance structures are a critical component of institutional effectiveness and are reflected as such in the new MSCHE standards. However, many institutions struggle with effectively implementing shared governance. Although there are many reasons for the encountered challenges, common themes include an understanding of shared governance that is agreed upon and embraced by all stakeholders; defined roles and responsibilities; integration of governance efforts with strategic planning and assessment; and an understanding of how structures integrate and communicate with each other. This presentation will focus on how the U.S. Military Academy at West Point has successfully addressed these themes.

Learning Objectives:

- ◆ Understand the proposed steps in achieving effective and sustainable shared governance;
- ◆ Conduct an initial assessment of shared governance at one's own institution;
- ◆ Develop an initial strategy utilizing the steps proposed during the presentation.

Audience: Beginning

Presenters: Gerald C. Kobylski, *Director of Institutional Effectiveness and Professor of Mathematical Sciences*; and Robert McLaughlin, *Associate Director, Office of Institutional Effectiveness, United States Military Academy at West Point*



Developing a New Core: Navigating the Four Frame Organizational Model

La Salle University is in the midst of a strategic transformation involving a new general education curriculum and accompanying learning outcomes assessment processes. Ushering in cultural shifts among faculty and staff, this new core is interdisciplinary, develops a coherent set of assessments, focuses curriculum revision on assessment results, and incorporates student affairs expertise. The presenters reflect on the early stages of the new core's development and links to student learning assessment within the four frame organizational model described by Bolman and Deal (2013) and Andrade (2014): human resources, structural, political, and symbolic frames. The goals of this critical reflection are to describe frame-specific areas of strength and areas needing improvement, while explicitly connecting the design/delivery and assessment of student learning with shared governance.

Learning Objectives:

- ◆ Understand the four frame organizational model: human resources, structural, political, and symbolic frames;
- ◆ Understand the impact of institutional mission, organizational culture, and historical context on organizational change;
- ◆ Apply the four frame organizational model to challenges that may exist in attendees' institutions.

Audience: Beginning

Presenters: Holly Harner, *Associate Provost for Faculty and Academic Affairs*; William Weavier, *Associate Professor, Integrated Science, Business, and Technology*; and Danielle Brown, *Director of Academic and Student Learning, La Salle University*

Standard IV: Support of the Student Experience—Linking Mission, Goals, and Educational Outcomes to Resource Allocation and Planning

Standard IV: Support of the Student Experience, states that “If offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs.” However, departments that support the student experience, such as Student Affairs and Services, too often create programs, events, or activities without first determining if those programs further the mission and goals of the institution, if there are well-defined student learning outcomes, and if the program outcomes align to the institutional planning process. This session will provide creative and simple ways for institutions to align planning and resource allocation to mission, goals, and general education outcomes using assessment to guide decision-making and planning rather than as an afterthought once a programmatic decision has been made.

Learning Objectives:

- ◆ Align student services to the planning and resource allocation process of the institution;
- ◆ Link institutional mission, goals, and general education outcomes to the student experience;
- ◆ Understand how to use assessment data to guide programmatic decision-making.

Audience: Intermediate

Presenter: Michael C. Sachs, *Assistant Vice President and Dean of Students, John Jay College of Criminal Justice, City University of New York*

Using Mission, Market, and Margin as an Outcome Lens

While higher education has long focused on issues of quality and success, questions around financial sustainability of the academic portfolio, as a whole, have been particularly challenging for faculty and instructional leaders. This session presents a new model for a strategic finance lens and specific tools to support a focal shift from “spending” to “return on investment,” as applied at a two-year public and a four-year private institution. Presenters will share best practices related to analyzing the academic program portfolio to generate financial savings, and will discuss a change management strategy that engages faculty and institutional stakeholders, while maintaining teaching and learning quality.

Learning Objectives:

- ◆ Gain awareness of how academic, student, and institutional outcomes can be tied back to the business model;
- ◆ Learn about related productivity metrics within a framework to ensure accountability and transparency;
- ◆ Learn how the strategic finance lens can positively affect institutional culture.

Audience: Intermediate

Presenters: James D. Ball, *President, Carroll Community College*; Rosalie Mince, *Vice President for Academic and Student Affairs, Carroll Community College*; Richard Staisloff, *Chief Executive Office, rpkGroup*; and Amanda Thomas, *Interim Vice President for Academic Affairs, Loyola University Maryland*

Restructuring Academic Success Services to Promote Student Success

The goal of many colleges and universities is to help students succeed academically, persist, and complete their degree in a timely and cost effective fashion. With revenue streams and state subsidies dwindling, and demographics showing a reduction in the numbers of traditional college freshmen, there is a growing need to get creative and refocus human and financial resources to build sustainable support systems for students. This presentation will focus on the specific components of key cohort management programs that were expanded campus-wide and centralized, including intrusive outreach, adaptation to college through summer programming, and student-centered advisement strategies. Through this process, best practices found in smaller programs were scaled up to impact the larger campus community. Savings were found by reducing overlap between offices and re-assigning professional staff.

Learning Objectives:

- ◆ Attendees will engage with a process to identify student barriers at their home campuses and will have the tools to implement practices learned in this session;
- ◆ Participants will learn several cohort-based best practices that can be expanded to a University-level scale;
- ◆ Identify areas that will benefit from centralized and streamlined services and ideas for monetary savings.

Audience: Intermediate

Presenters: Danielle Liataud-Watkins, *Associate Provost for Academic Development*; Linda Refsland, *Executive Director for Academic Success Services*; and Carmen Ortiz, *Executive Director for Educational Opportunity Fund and Student Achievement, William Paterson University*

A Transformational Journey: One Institution's Experience Using the New Accreditation Standards

This session will focus on Union County College's experience as part of the MSCHE Collaborative Implementation Project (CIP), from the initiation of the self-study design, through the self-study process, to the team exit report. Integrating the key concepts of mission-centricity, institutional priorities, and holism into the self-study, and incorporating the ideals of flexibility and innovation, will be emphasized. The intentional use of the self-study process as an opportunity to express the commitment of the faculty and staff to the value and joy of self-study will permeate the presentation. In addition, pitfalls encountered in writing each standard will be shared. Discussion will also include the Documentation Roadmap, the Requirements of Affiliation, and the accreditation-relevant federal regulations. The presenters will provide strategies, tools, and examples of their work in the CIP, and participants will have the opportunity to ask questions and participate in discussion.

Learning Objectives:

- ◆ Maintain a mission-focused process during self-study;
- ◆ Integrate institutional priorities into the self-study, and write from an analytical, evidence-based perspective;
- ◆ Identify pitfalls in the self-study process.

Audience: Intermediate

Presenters: Mandana Ahsani, *Associate Professor*; Carol Biederstadt, *Assistant Professor*; Maris A. Lown, *Vice President for Academic Affairs*; and Margaret M. McMenam, *President, Union County College*

Fast and Furious: A Model of Institutional Optimization to Phase Dynamic Environments

Today, private institutions of higher education face many and uncertain changes. Universidad Mayor decided to restructure itself to deal with these challenges, one of which was as complex as competing with very similar universities that had become tuition-free due to new legislation. In this context, Universidad Mayor restructured to a new format that allows it to speed up its processes, improve its practices, and maximize resources, while facing an imminent reduction of income because of decreased enrollments. There was a delicate process of decision-making, including a significant reduction of administrative staff, merging of colleges, refinement of the academic model, acquisition of new campuses, and creation of new positions to define specific responsibilities in certain key areas.

Learning Objectives:

- ◆ Provide tools for institutions to face a context of substantial changes that will help them to adapt their structures;
- ◆ Optimize an institutional design to implement processes of change;
- ◆ Provide communication strategies for institutions in uncertain scenarios to overcome difficulties.

Audience: Intermediate

Presenters: Soraya Madriaza, *Director of International Accreditation*; and Marlo Herane, *Vice President for Development, Universidad Mayor (Chile)*

Mapping an Entire University’s Undergraduate Curriculum to General Education Objectives

In May 2015, the University of Delaware Faculty Senate approved new General Education objectives. Afterward, the Senate required all units to review their undergraduate degree programs by creating curricular maps linking their undergraduate curricula to the Gen Ed objectives. The Faculty Senate General Education Committee collaborated with the Center for Teaching and Assessment of Learning (CTAL), who was instrumental in supporting this process that mapped nearly 2,700 courses in all academic units and generated over 120 reports, including one report for each undergraduate program with alumni in the Spring of 2015.

Learning Objectives:

- ◆ Learn how a teaching and assessment unit worked with faculty to map the entire undergraduate curriculum to new Gen Ed objectives;
- ◆ Receive the technical documents, guides, and tools used throughout this process;
- ◆ Identify opportunities and strategies for assessment professionals to leverage informal leadership to change the curriculum by working with faculty leadership.

Audience: Intermediate

Presenters: Kevin R. Guidry, *Senior Research Analyst*; and Kathy Largan Posecker, *Director of the Center for Teaching and Assessment, University of Delaware*

Walking Students Through the Front Door

Since Spring 2014, Onondaga Community College has developed and continuously adapted a Transition Team model for student onboarding. This team shepherds new students through the entire onboarding process, from inquiry to first semester census date. The team uses a case management model, with multiple touch points, to remind students of important deadlines and to assist them in necessary processes. The team has been intentionally staffed and trained to ensure that the team’s portfolio of skill will meet student needs; the team’s approach to service will support student retention and completion in a culture of student-centeredness; the team’s training will support a proactive approach to serving students, including ongoing training and clear expectations for accurate, quality, courteous service; the team will be accountable for the students they serve; and the team will have clear metrics to assess the effectiveness and the expectation to seek improvement

Learning Objectives:

- ◆ Learn how to develop a transition team for student onboarding;
- ◆ Understand the opportunities and challenges involved with continuous assessment of this type of service;
- ◆ Develop and/or assess a similar model at one’s own institution.

Audience: Beginning

Presenters: Julie A. White, *Senior Vice President, Student Engagement and Learning Support*; and Jeanine Eckenrode, *Associate Vice President of Enrollment Management, Onondaga Community College*,

“Trust the Process”—How to Avoid Shelving Your Strategic Plan

One of the common questions during a self-study evaluation is whether an institutional strategic plan is guiding current and future decisions of the institution. The answer and supporting documentation is critical in providing evidence to support MSCHE’s Standard I. Most universities and colleges invest time and money to develop a strategic plan that reflects their vision and mission, but the utilization and implementation of the plan varies greatly across institutions. There is a growing need for administrators, faculty, and staff to better understand how a strategic plan is developed and implemented. They need to realize that they contribute to both its success and failure and that the strategic plan is not something that the administration develops and others follow.

Learning Objectives:

- ◆ Be able to identify strategic planning pitfalls;
- ◆ Learn how to cultivate buy-in from institutional stakeholders to develop a strategic plan;
- ◆ Recognize the differences between a strong vs. weak strategic plan.

Audience: Beginning

Presenters: Maliha Zaman, *Assistant Provost for Institutional Research and Effectiveness*; and Jeff Ginerich, *Provost and Vice President of Academic Affairs, Cabrini University*

Many Birds with One Stone: Developing a Multipurpose Student Evaluation System

This is a case study of how the U.S. Army War College is revising its strategy for student evaluations. Presenters will offer a new approach to student evaluations, that serves many purposes while simultaneously reducing faculty workload. The new system not only describes student accomplishments, but also captures the degree to which a student met specific course or program learning outcomes. This data serves as defensible evidence of student learning and the attainment of program learning outcomes. The identification of specific desired knowledge, skills, and attributes documents desirable qualities displayed by the student, while also serving to inform individual development.

Learning Objectives:

- ◆ Understand how to document achievement of learning outcomes into a system of course/program student evaluation;
- ◆ Analyze the benefits and uses of a defined set of desired knowledge, skills, and attributes for graduates;
- ◆ Evaluate the possible uses of data from course and program academic evaluation reports to inform student, program, and institutional assessment efforts.

Audience: Intermediate

Presenters: David Dworak, *Deputy Provost*; and Craig Bullis, *Professor of Management, U.S. Army War College*

Box lunches will be provided in the Exhibit Hall for all attendees. Pick up your box lunch anytime between 12:00 pm and 1:00 pm.

Developing and Implementing a General Education Assessment Plan

Over the past several years, the Washington & Jefferson College faculty has completed a comprehensive review of the current general education curriculum. The faculty worked collaboratively to design and approve a curriculum that emphasizes reflection and depth of understanding within and across disciplines, promotes integrative learning within the liberal arts, and aligns with the College's student outcomes in ways that are more coherent and assessable. The Washington & Jefferson assessment model on general education focuses on education, training, and continuous feedback to faculty on the assessment process. Strategies on how to work with and educate faculty will also be discussed. The process for feedback given to faculty will be shared.

Learning Objectives:

- ◆ Learn how the College mapped out a general education assessment plan;
- ◆ Gain insight into how one might create an educational plan to educate faculty on general education assessment;
- ◆ Understand the value of general education assessment.

Audience: Beginning

Presenters: Lindsey Guinn, *Director of Assessment and Institutional Research*; and Linda Troost, *Professor of English, Washington & Jefferson College*

Collecting Meaningful Assessment Data Across the Standards

The final criterion across the seven new MSCHE standards calls for periodic assessment. While many institutions have clear processes for collecting data on learning outcomes, assessment can be a challenge for other areas. As a result, data collection is often put off until preparations begin for an accreditation event. The presenter will share a strategy designed to collect key initiatives and assessments that hold real meaning to the institution and create an evidence-rich log of reportable events organized by standard. As the log grows, the institutional story of continuous improvement unfolds. When an accreditation event is pending, time can be spent analyzing and reflecting on the data instead of collecting them. This strategy establishes a routine process of documenting assessments that inform improvement in operational areas across the institution. Assessment then becomes systemic and even celebrated each year through an internal report on progress made across the standards.

Learning Objectives:

- ◆ Create a data collection strategy;
- ◆ Map key institutional initiatives to standards;
- ◆ Generate institutional support for a sustainable data collection process.

Audience: Intermediate

Presenter: Jane Marie Souza, *Associate Provost for Academic Administration, University of Rochester*



From Planning to Action: Implementing an Administrative Assessment Process

This presentation will outline the steps Queens College took to implement a more systematic administrative assessment process, highlighting the challenges and successes the College experienced in its pilot phase. After the College identified a need to engage staff in the regular assessment of administrative goals, the newly created Office of Institutional Effectiveness developed a set of planning and reporting templates that it piloted with five administrative offices in the Summer and Fall of 2017. The templates included guidelines to help the offices develop or revise assessment plans and assess one or more operational or student goals. Using homegrown and borrowed resources, the Office of Institutional Effectiveness led representatives from each pilot office in working sessions to complete the planning template and identify, collect, and analyze relevant data. A new set of administrative offices will kick off the process in January 2018, with new waves planned every six months.

Learning Objectives:

- ◆ Create a high-level outline of a plan for organizing and scheduling assessment in administrative offices;
- ◆ Identify at least two organizational or structural features/challenges at attendees' own institutions that either help or hinder the implementation of a systematic assessment process;
- ◆ Identify as least three sources of institutional data and associated metrics for administrative assessment, including both direct and indirect measures.

Audience: Beginning

Presenters: Cheryl Littman, *Acting Dean of Institutional Effectiveness*; and Lizandra Friedland, *Research and Assessment Coordinator, Queens College of the City University of New York*

College Engagement, MSCHE, and Guided Pathways—Perfect Together

Institutions of higher education across the country are working to develop and implement Guided Pathways with the goal of improving student retention, success, and completion. The presenters will demonstrate how Passaic County Community College has utilized a team-based approach employing aspects of the agile project management model to collaboratively develop six modules that support the connection, entry, progression, and transition phases of the student experience. The model utilizes data-driven decision making, institution-wide engagement, curriculum redesign, and proactive student services, which support MSCHE standards of accreditation.

Learning Objectives:

- ◆ Learn about successes and challenges of designing and implementing the modules;
- ◆ Examine baseline and success data;
- ◆ Discuss and understand the alignment of Guided Pathways with the MSCHE Standards for Accreditation.

Audience: Intermediate

Presenters: Jacqueline Kineavy, *Senior Vice President for Academic and Student Affairs*; Dawn Norman, *Co-Leader of the Guided Pathways initiative and Coordinator of Guided Pathways Advisement*; and Nancy Silvestro, *Co-Leader of the Achieving the Dream and Guided Pathways initiatives and Professor of English Language Studies, Passaic County Community College*

Using ‘Mission’ and ‘Periodic Assessment’ to Move Toward Continuous Improvement

The centrality of mission and the requirement for periodic assessment in the revised MSCHE standards provide a framework to focus an institution on continuous improvement. In the context of a public, urban, Hispanic-serving institution, this presentation describes efforts to utilize the revised standards as an impetus to develop capacity for ongoing assessment.

Learning Objectives:

- ◆ Distinguish between assessment as an activity and as a strategy for continuous improvement;
- ◆ Consider ways to use institutional mission as a focusing tool for continuous improvement;
- ◆ Design initiatives that can develop capacity for engaging in ongoing assessment.

Audience: Beginning

Presenters: Sue Gerber, *Assistant Vice President for Institutional Effectiveness*; Virginia Melendez, *Executive Assistant to the President, New Jersey City University*; and Demond Hargrove, *Vice President of Student Development, Union County College*

Can We Execute Our Strategic Plan Successfully? Getting to Yes!

Pittsburgh Theological Seminary implemented its new strategic plan using a cloud-based platform to support and drive execution. Goals for implementation included (1) linking unit activities to plan goals, objectives, and strategies; (2) flexible options for communicating progress; (3) improved documentation of progress; (4) better conversations about success metrics; and (5) linking planning and resource allocation. The implementation process immediately forced the institution to consider even the language of its goals, objectives, and strategies. Staff identified objectives in the plan as adaptive or technical, and asked how often they should report on progress and who needs to know. The institution is now using the tool for other activities including operational planning, assessment, and overall institutional effectiveness.

Learning Objectives:

- ◆ Understand how an implementation platform can drive strategic plan success;
- ◆ Recognize the impact of adaptive vs. technical plan elements on implementation;
- ◆ Learn how a planning platform may be leveraged for overall institutional effectiveness.

Audience: Intermediate

Presenter: James Downey, *Vice President for Planning and Institutional Effectiveness, Pittsburgh Theological Seminary*

Collecting Data to Build Faculty Support for Improving General Education

Learning assessment immediately calls to mind the process of measuring students' knowledge and skill. But just as important is the process of assessing student opportunities for learning and the extent to which students engage in learning opportunities that meet important curricular goals. If done well, an analysis of goal-curriculum fit can be a powerful motivator for the faculty and administration to cooperate on curricular innovation. To illustrate this the presenters will offer a case study showing how Hofstra University made a significant improvement to its general education curriculum, supported by most faculty, in less than two years. This change was embraced by faculty in large measure because they participated in the process of data collection and analyses of the fit between the institution's learning goals and the existing curriculum and because student assessment data supported the need for curricular change.

Learning Objectives:

- ◆ Learn how to collect and analyze data to assess learning opportunities for desired student outcomes;
- ◆ Learn how to collect and analyze data to assess learning engagement;
- ◆ Learn how to measure student mastery of key outcomes in a sustainable manner.

Audience: Intermediate

Presenters: J. Bret Bennington, *Professor of Geology and Chair of the Department of Geology, Environment, and Sustainability*; Frank Gaughan, *Associate Professor and former Chair of the Department of Writing Studies and Rhetoric*; Terri Shapiro, *Associate Provost for Accreditation and Outcomes Assessment*; and S. Stavros Valenti, *Professor of Psychology and Senior Associate Dean of Student Academic Affairs, Hofstra University*

A Roadmap to Integrate and Assess Mission

This session will explore the integration of mission on a college or university campus, and the extent to which the mission is both embedded in and framing the campus culture. Best practice methods for assessing mission based on the literature and practice in the field will be shared with attendees, while mission integration as part of institutional effectiveness, and the use of this integration to evaluate the implementation of the strategic plan and its priorities, will also be reviewed. A case study of one campus' approach to integrating and assessing mission will be presented as a possible roadmap to accomplishing a similar process at attendees' own institutions. Each participant will leave with a sample mission integration roadmap blocked out for his/her use back home.

Learning Objectives:

- ◆ Define and reference for campus use tools and techniques for mission integration;
- ◆ Articulate best practice methods for assessing mission and mission integration;
- ◆ Effectively and efficiently apply a case study example to the participant's home campus.

Audience: Intermediate

Presenter: Kathryn Doherty, *Associate Vice President for Academic Affairs, Notre Dame of Maryland University*



Assessment: Enhancing Academic Quality and Student Experience

Program assessment and accreditation are processes that can impact academic quality, student learning outcomes, educational effectiveness, and continuous improvement. The presenters will describe the academic assessment processes currently used in an undergraduate and graduate nursing program. They will share the structure of the assessment program, how data are managed, strategies for implementation, and successes and challenges in establishing a supportive climate among faculty and staff. Assessment results include measurement of achievement of student, course, and program outcomes, learning activities, and student experiences. Best practices were developed that guide the completion of efficient and effective systematic assessments. This presentation will provide ideas and strategies to foster, accomplish, and apply assessment policies and procedures that can be used across campuses and in all academic programs.

Learning Objectives:

- ◆ Describe the structure used for an academic assessment program within the School of Nursing;
- ◆ Promote strategies to encourage active engagement of faculty and staff in assessment activities;
- ◆ Design assessment processes to enhance academic quality and student experiences

Audience: Intermediate

Presenters: Cheryle Levitt, *Professor and Program Director, Nursing Graduate Program*; and Susan Deane, *Professor and Program Director, RN-BSN program, State University of New York, College of Technology at Delhi*

Integrative Success Student Models: Early Warning, Mentoring, and Academic Development

This presentation will focus on low-cost tactics to improve measurable student success. Central is faculty buy-in to the approach. Faculty submission of basic information such as midterm grades or lack of attendance is central to the Point Park University model. This buy-in becomes easier when faculty see the results; putting a human face on the integrated student model is extremely useful. Second is looking across the initiative-specific data to gain a picture of student issues and areas of improvement. This robust data gathering and advising model also allows for targeted programming to address emerging student concerns. Based off this data, student success advisors coordinate the scheduling of tutorials for students or psycho-social interventions. Another developing technique is the use of peer mentors to work with students with ASD. This program offers students on the spectrum peer mentoring when navigating the non-academic spaces around the institution.

Learning Objectives:

- ◆ Assess one’s own integrative student success model;
- ◆ Select tactics to use at one’s own institution;
- ◆ Design components of an integrated student success model.

Audience: Beginning

Presenters: Jonas Prida, *Assistant Provost*; and Molly McClelland, *Director of Student Success, Point Park University*

Navigating to the Common Center: The Strategic Planning Process for Small and Mid-Size Institutions

Each year, colleges and universities across the United States engage in strategic planning in an effort to combine the goals, objectives, mandates, and aspirations that propel an institution forward. This strategic planning can be an intimidating endeavor that presents challenges to all institutions, large and small. However daunting, the strategic planning process can provide an unparalleled opportunity to excite, energize, and engage campus stakeholders. This presentation outlines the process and experience of shifting from a top-down strategic planning model to a campus-wide, team-based integrated strategic plan and outlines the presenters' experiences leading the charge at SUNY Alfred State. The lessons learned and best practices perfected throughout this process can inform the strategic planning efforts at other small to medium sized institutions.

Learning Objectives:

- ◆ Be able to identify key components of the Society for College and University Planning (SCUP) model of integrated strategic planning;
- ◆ Explore methods for building buy-in and capacity among institutional stakeholders in the strategic planning process;
- ◆ Identify elements of the strategic planning process and integration of external mandates.

Audience: Intermediate

Presenters: Alex Bitterman, *Professor and Chair, Department of Architecture and Design*; and Gregory Sammons, *Vice President for Student Affairs, Alfred State College*

Making Meaningful Programmatic Decisions with Clinical Assessment Data

In healthcare education, the assessment of student learning in a clinical setting is an essential element in verifying competency. However, the use of assessment data by multiple stakeholders is a fundamental step in meeting program goals and professional standards. Having a method to consistently monitor student performance and to regularly review longitudinal performance data against established targets allows the program to readily identify curriculum gaps as well as instructional strengths and weaknesses. Further, because stakeholder engagement with assessment results is important, an Academic Communication Plan was seen as vital to the improvement of educational effectiveness. The Doctor of Chiropractic program at New York Chiropractic College has implemented a structured process to gather and report performance data as well as a collaborative process of data analysis. This has allowed the program to improve the transparency of relevant performance information, increase the communication, and increase the accountability to internal and external measures.

Learning Objectives:

- ◆ Compare and contrast optimal strategies to monitor clinical assessment data based on internal and external measures;
- ◆ Discuss the benefits of engaging faculty in the process of assessment development and data analysis;
- ◆ Formulate effective strategies to communicate student performance data to various stakeholder groups.

Audience: Intermediate

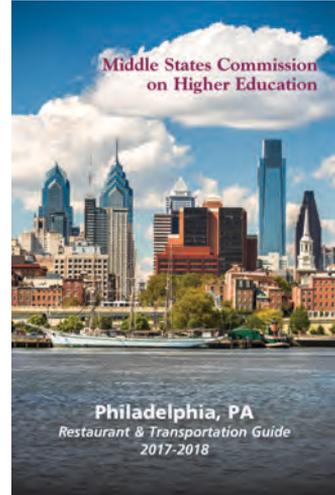
Presenters: Karen A. Bobak, *Dean of Chiropractic*; and Wendy L. Maneri, *Associate Dean of Chiropractic Clinical Education, New York Chiropractic College*

THURSDAY, December 7, 2017

3:30 - 4:30 pm **Plenary Session**

Dinner on Your Own

Pick up a complimentary copy of the MSCHE Conference Restaurant and Transportation Guide at the MSCHE Booth in the Exhibit Hall.



FRIDAY, December 8, 2017

7:00 am - 11:30 am **Conference Registration**

7:30 - 8:45 am **Breakfast with Exhibitors**

Open to all conference registrants. Continental breakfast, exhibits, and MSCHE Booth. **Exhibits open until 11:30 am.**

7:45 - 8:45 am

Accreditation Liaison Officers Breakfast

PRE-REGISTRATION REQUIRED. NO ON-SITE REGISTRATION.

Open to institution-designated ALOs only.

Join other ALOs as well as the Commission staff for breakfast and a brief program focused on significant accreditation topics.

9:00 - 10:00 am **Plenary Session**

10:00 am - 10:15 am

Exhibits

Thursday & Friday

Conference Program

Using Cloud Computing Resources for Assessment and Accreditation

Accreditation is an evidence-based process. The presenters will offer ways to use cloud-based systems to manage the supporting evidence for meeting accreditation standards and for documenting academic program assessment. As part of the MSCHE Collaborative Implementation Project, Queens College (CUNY) was part of a cohort of 15 institutions chosen in 2014 to be the first to use MSCHE's new Standards for Accreditation and Requirements of Affiliation to prepare their self-studies. During the process, members of the Queens staff developed a model for the Documentation Roadmap that aligns with MSCHE's "living document" intent. Queens also developed an assessment repository to manage and explore the documents associated with academic program assessment. The presenters will describe the structures of their Documentation Roadmap and assessment repository and show how those structures provide for ongoing maintenance of the evidence related to accreditation and assessment at the College, leveraging cloud-based resources for economical document management and coordinated report development.

Learning Objectives:

- ◆ Understand the role of the Documentation Roadmap in the accreditation process and learn one way that it has been tailored to facilitate the drafting process of the self-study report;
- ◆ Learn how a cloud-based approach can efficiently integrate the Documentation Roadmap with collaborative development of the self-study report;
- ◆ See how a common model can be applied both to the development of a repository of assessment documents and to the Documentation Roadmap for long-term management of institutional data sources.

Audience: Intermediate

Presenters: Christopher Vickery, *Director of General Education and Assessment*; and Eva Fernandez, *Acting Assistant Provost, Queens College of The City University of New York*

Developing Academic Leaders for Effective Governance, Leadership, and Administration

Academic leaders with different titles, roles, and responsibilities often receive little formal training when they transition from faculty roles into administrative ones within the academy. Professional development, support from colleagues, and networking opportunities improve the effectiveness of these "deans." The same professional activities emphasize the importance of shared governance, transparency, and communication to improve "regular engagement with faculty in advancing the institution's goals and objectives" (Standard VII). Attend this panel of academic leaders serving in different roles at different types of institutions to hear suggestions and be more effective in institutional governance. Participants will also learn about leadership, networking, and professional development opportunities to consider as they plan and navigate their own career path in higher education. This session will be of particular interest to aspiring, new, current, and former academic leaders.

Learning Objectives:

- ◆ Reflect upon one's current position, career path, and future aspirations in academic leadership;
- ◆ Develop a career and professional development plan to attain career goals;
- ◆ Leave with strategies to be a more effective academic leader in one's own institution.

Audience: Intermediate

Presenter: Michelle Kiec, *Interim Dean of the College of Visual and Performing Arts, Kutztown University of Pennsylvania*; Thomas Meyer, *Vice President of Academic Services and Student Development, Lehigh-Carbon Community College*; and Peter Skoner, *Associate Provost, Saint Francis University*

Reframing the Distance Education Review

For many years, Middle States accreditation self-study committees focused on distance education were guided by Standard 13: Related Educational Activities, which was broadly defined to include a host of other topics such as experiential learning, certificate programs, and branch campuses. The revised standards represent a departure from the notion of distance education as an ancillary activity to one that is more fully integrated into an institution’s academic offerings and operations. In this session, a panel of experienced MSCHE reviewers will share their experiences in addressing the shifting perception of distance education as a “related educational activity” to an increasingly important strategic priority. They will discuss the relationship of distance education programs to Standard III (Design and Delivery of the Student Learning Experience) in public and private non-profit universities and community colleges, and the nature of the distance education accreditation review relative to the standard.

Learning Objectives:

- ◆ Develop knowledge of the relationship of the revised MSCHE accreditation standards to the review of distance education;
- ◆ Explore key elements of review for distance education by MSCHE evaluation teams in public and private non-profit universities and community colleges;
- ◆ Apply knowledge in these areas at one’s home institution to better prepare for the review of distance education across the seven new Middle States standards.

Audience: Intermediate

Presenters: Elizabeth Ciabocchi, *Vice Provost for Digital Learning/Executive Director of Online Learning and Services, St. John’s University*; Cristi Ford, *Associate Provost, Center for Innovation in Learning and Student Success, University of Maryland University College*; and Rhonda Spells Fentry, *Interim Vice President and Chief Information Officer, Prince George’s Community College*

Implementing Guided Pathways: The Experience of Three Community Colleges

In 2015, the Community College Research Center published *Redesigning America’s Community Colleges*, which urges community colleges to move from a “cafeteria-style” organization to one of “guided pathways” as a strategic way to increase student success. The Guided Pathways model is an integrated college-wide approach that challenges colleges to rethink how they operate from a systemic level. This approach calls for a redesign of major institutional operations, including degree requirements, advising, intake processes, developmental education delivery methods, and technology monitoring systems. How an institution engages in this body of work varies. This session will focus on the journey of three community colleges in designing and implementing the Guided Pathways model.

Learning Objectives:

- ◆ Learn how redesign efforts have progressed at each of the three community colleges;
- ◆ Examine the challenges and lessons learned at the three institutions;
- ◆ Gain a better understanding of the Guided Pathways model.

Audience: Beginning

Presenters: Victoria L. Bastecki-Perez, *Vice President of Academic Affairs and Provost, Montgomery County Community College*; Carolyn Bortz, *Vice President for Academic Affairs, Northampton Community College*; and Samuel Hirsch, *Vice President for Academic and Student Success, Community College of Philadelphia*

Reexamining Evidence to Comply with New Standard VI—Planning, Resources, and Institutional Improvement

MSCHE’s new Standard VI: Planning, Resources, and Institutional Improvement, expects that “the institution’s planning processes, resources, and structures are aligned with each other and are sufficient to fulfill mission and goals, to continuously assess and improve its programs and to respond effectively to opportunities and challenges.” Panelists, with complimentary backgrounds in planning and finances, will share examples from peer reviews of evidence that institutions have previously utilized—effectively and at times less effectively—to demonstrate compliance with former Standards 2, 3, and 7, and will consider transferability of existing documents and assessments to meet the new Standard VI.

Learning Objectives:

- ◆ Determine transferability of evidence from the former MSCHE Standards to the new Standard VI and recognize needs for new evidence;
- ◆ Differentiate the quality of evidence to comply with Standard VI;
- ◆ Attendees will assess their own institution’s ability to demonstrate compliance with Standard VI and consider ways to improve performance.

Audience: Intermediate

Presenters: Virginia Bender, *Special Assistant to the President for Institutional Planning, Saint Peter’s University*; and Chuck Mann, *Vice President and Treasurer, Hood College*

Take advantage of your last opportunity to visit the Exhibit Hall

How to Successfully Navigate the Substantive Change Process

The Commission receives numerous substantive change requests each year, and they have been growing in complexity. The presenters will brief attendees on the Commission’s substantive change process and the basic requirements of substantive change proposals. They will also address ways to succeed with the process and to make the process more meaningful for overall institutional quality.

Learning Objectives:

- ◆ Understand MSCHE expectations for substantive change proposals;
- ◆ Learn tips about how to succeed with the substantive change process;
- ◆ Become acquainted with the substantive change process from submission, to peer reviewer, to Commission subcommittee, to Commission visits (if required).

Audience: Intermediate

Presenters: Carmella Morrison, *Assistant Director for Substantive Change*; and Kushnood Haq, *Vice President, Middle States Commission on Higher Education*

A Guide to Accreditation Preparation and Institutional Improvement

Montclair State University was one of the 15 participating institutions in MSCHE’s Collaborative Implementation Project (CIP), the first cohort of institutions to work with the new accreditation standards. Montclair State has now successfully concluded its self-study and team site visit, and the Commission has reaffirmed the University’s accreditation. This panel will address how to align preparation efforts across three distinct phases of the accreditation process to maximize the potential for institutional improvement: (1) the self-study design preparation phase; (2) the self-study and compliance report preparation phase; and (3) the organizing the campus and hosting the team visit phase. The session will also share planning steps, tools, and templates from Montclair State’s accreditation experience and summarize corresponding best practices from other participating institutions in the CIP. The three panelists are members of the executive leadership team for Middle States accreditation at the University.

Learning Objectives:

- ◆ Understand key considerations for effectively planning each phase of the self-study process;
- ◆ Review a range of tools (templates, progress rubrics, calendars, communication plans, meetings) that can be used to facilitate each phase of the self-study;
- ◆ Identify best practices to ensure the accreditation process is a positive and meaningful experience that strengthens the institution.

Audience: Intermediate

Presenters: Joanne Coté-Bonanno, *Associate Provost for Academic Programs and Assessment*; Christine Lemesianou, *Associate Director and Associate Professor, School of Communication and Media*; and Joan Besing, *Professor, Communication Sciences and Disorders, Montclair State University*

Follow-up Reports: What, Why, and How?

The number of follow-up reports requested by the Commission has been steadily rising over the past several years. In fact, at this point, every Middle States institution would benefit from understanding how to prepare and submit evidence-based reports in response to Commission concerns. Institutions may be asked to prepare progress reports, monitoring reports, or supplemental information reports, and they may also need to host focused evaluation team visits in order to maintain their accreditation. This presentation will help institutions understand the Commission’s guidelines for the preparation and submission of follow-up reports and will describe the procedures involved in the review of such reports. Institutions will learn how to meet the Commission’s expectations and avoid common pitfalls. Time will be set aside for answering questions from session participants.

Learning Objectives:

- ◆ Understand the concerns that trigger follow-up reports and visits;
- ◆ Develop a clear understanding of Commission expectations for follow-up reporting;
- ◆ Learn how the Commission reviews and makes decisions about the quality of follow-up reports.

Audience: All levels

Presenter: Christy L. Faison and Stephen J. Pugliese, *Vice Presidents, Middle States Commission on Higher Education*

An Integrated Approach to Academic Program Development and Evolution

All too often the planning and development of new programs occurs in an academic silo in which only academic departments, colleges, and curricula committees are involved, followed by a handoff of the fully formed curricula to the admissions and marketing teams. This process ensures academic integrity in the design of student learning and the faculty role in governance. However, it misses out on the opportunity to engage other relevant perspectives, fully ensure mission alignment and maximize institutional planning and resource allocation. Maryland University of Integrative Health (MUIH) has developed an integrated program development process designed to accomplish these goals from the initial stages of program ideation, to program launch, to the ongoing evolution of programs through collaboration of the academic, admissions, and marketing teams. This presentation will provide a framework that attendees may adapt for use at their own institutions. Examples will be presented of how the framework has ensured success at MUIH.

Learning Objectives:

- ◆ Gain an integrated program development framework for use at one's own institution;
- ◆ Identify the roles of academic, admissions, and marketing teams in program development;
- ◆ Understand the impact of collaborative program development on institutional planning

Audience: Intermediate

Presenters: Christina M. Sax, *Provost and Vice President for Academic and Student Affairs*; and Chad Egresi, *Associate Vice President of Enrollment Management, Maryland University of Integrative Health*

Coupling a Retention-Driven Predictive Analytics Initiative with MSCHE Standards

As institutions look to new ways to recruit, retain, and graduate students while complying with MSCHE Standard IV (Support of the Student Experience) they need to rethink the approaches to advisement and interactions with students, particularly students identified as being "at-risk." Efforts to improve the academic and social experiences of the University of Albany undergraduate population are in part driven by the notion that a student who is engaged with the campus community is more likely to be successful, and a successful student is more likely to persist to graduation. To address these challenges, UAlbany invested in a robust, predictive analytics engine that is, at its nexus, simultaneously an early warning system to identify students at-risk, and a data-informed advising model. These operational changes have also had the unintended consequence of breaking down campus silos to facilitate and collaborate towards institutional goals for retention and student success across campus.

Learning Objectives:

- ◆ Discuss and understand a retention-driven predictive analytics model;
- ◆ Understand the challenges of retaining students and engaging them in the campus community;
- ◆ Identify ways to facilitate achievement of campus goals for retention and student success.

Audience: Intermediate

Presenters: Jack Mahoney, *Assistant Vice Provost for Academic and Resource Planning*; and Steven Doellefeld, *Director of Assessment, SUNY University at Albany*

Things to See & Do in Philadelphia



There are always plenty of things to see and do in Philadelphia

The following is a sampling of some popular attractions. For additional information, log onto the designated websites, visit the MSCHE Booth, or consult with the hotel concierge upon your arrival. MSCHE provides these web URLs as a courtesy and does not endorse or have any responsibility for the content of these sites.

Independence Hall and the Liberty Bell Pavilion
www.nps.gov/inde



National Constitution Center
<http://ConstitutionCenter.org>

Independence Seaport Museum
www.phillyseaport.org

Museum of the American Revolution
www.AmRevMuseum.org

Philadelphia Museum of Art
www.philamuseum.org

Academy of Natural Sciences of Drexel University
www.ansp.org

University of Pennsylvania Museum of Archaeology and Anthropology
www.pennmuseum.org

Rodin Museum
www.rodinmuseum.org

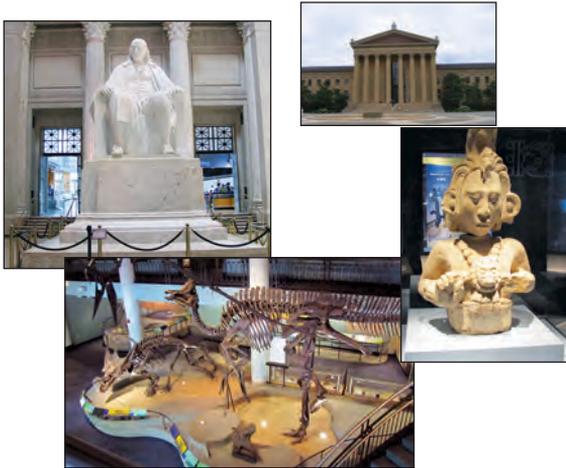
National Museum of American Jewish History
www.nmajh.org



African American Museum in Philadelphia
www.aampmuseum.org

Mummers Museum
www.mummersmuseum.com

Reading Terminal Market
www.readingterminalmarket.org



For the Sports Fan...

Philadelphia Eagles (National Football League)
www.philadelphiaeagles.com

Philadelphia Flyers (National Hockey League)
www.philadelphiaflyers.com

Philadelphia Seventy Sixers (National Basketball Association)
www.sixers.com

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