Cornell’s 2011 Reaccreditation

Process and Progress
November 2010
Accreditation thru Middle States

- Renewal in 2011
- Decennial process involves
  - In-depth institutional self study
  - Three day visit by external review team
- 14 standards for accreditation
- Covers the entire institution: Weill, programs with professional accreditation, etc.
- Requisite for federal financial aid
Fourteen Standards

Institutional Stewardship
1. Mission and Goals
2. Planning, Resource Allocation & Institutional Renewal
3. Institutional Resources
4. Leadership & Governance Administration
5. Administration
6. Integrity

Educational Offerings
7. Institutional Assessment
8. Student Admissions and Retention
9. Student Support Services
10. The Faculty
11. Educational Offerings
12. General Education
13. Related Educational Activities
14. Assessment of Student Learning
Steering Committee
Mathios & Hubbell, co-chairs

Trustee Task Force on Accreditation:
Elizabeth Altman
Ronnie Chernoff
Ezra Cornell
Asa Craig
Stephen Ettinger
John Noble

Institutional Stewardship
(Standards 1, 2, 3 & 7)
Kathleen Rasmussen, chair

Integrity, Governance & Administration
(Standards 4, 5 & 6)
Charlie Walcott, chair

The Faculty
(Standard 10)
Amy Villarejo, chair

Student Admissions & Supports
(Standards 8 & 9)
Kraig Adler, chair

Assessment of Student Learning
(Standard 14)
David Gries, chair

Educational Offerings
(Standards 11, 12, 13)
Laura Brown, chair
Steering Committee

Alan Mathios and Kent Hubbell, co-chairs

**Working Group Chairs**

Marin Clarkberg, Director, Institutional Research & Planning
William Fry, Dean of the Faculty
Barbara Knuth, Vice Provost and Dean of the Graduate School
Susan Murphy, Vice President for Student & Academic Services
Elmira Mangum, Vice President for Planning & Budget
Kristin Walker, Institutional Research & Planning
Gina Ryan, graduate student, Microbiology
Nikhil Kumar (until May 2010), undergraduate student, ILR
Vincent Andrews (after May 2010), undergraduate student, ILR
## Timeline overview

<table>
<thead>
<tr>
<th>Task</th>
<th>Date</th>
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<tbody>
<tr>
<td>Accreditation Steering Committee first convenes</td>
<td>March 2009</td>
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<tr>
<td>Middle States approves Cornell’s self-study design</td>
<td>May 2009</td>
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<tr>
<td>Six Working Groups research, analyze, evaluate</td>
<td>AY 2009 - 2010</td>
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<td>Working group reports due</td>
<td>May 2010</td>
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<tr>
<td>Steering Committee drafts comprehensive report</td>
<td>Summer 2010</td>
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<td>Draft shared with campus constituencies</td>
<td>November 2010</td>
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<tr>
<td>Preliminary visit from team chair</td>
<td>December 17, 2010</td>
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<tr>
<td>Final self study submitted to Middle States</td>
<td>February 1, 2011</td>
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<tr>
<td>Evaluation team visits Cornell</td>
<td>March 27-30, 2011</td>
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Audience for the Self Study

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

— *Self Study: Creating a Useful Process and Report*, The Middle States Commission on Higher Education
“The primary purpose of the self-study report is to advance institutional self-understanding and self-improvement. The self study is most useful when it is analytical and forward-looking rather than descriptive or defensive, when it is used both to identify problems and to develop solutions to them, and when it identifies opportunities for growth and development.”

— Self Study: Creating a Useful Process and Report
Relationship to Strategic Plan

• Self study activities were initiated before strategic planning began
• The work of the self study has informed, facilitated, and complemented strategic planning efforts at every stage
  – Overlapping participant lists
  – Overlap in the questions that were asked
• Strategic Plan, in turn, became a basis for developing recommendations that have been incorporated in self study
# Self Study now on-line

[Self Study now on-line](http://cornell.edu/MiddleStates)

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## 2011 Self-Study for Accreditation through Middle States

<table>
<thead>
<tr>
<th>Accreditation Overview</th>
<th>Documentation</th>
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<tbody>
<tr>
<td>Process and Timeline</td>
<td><strong>Self-Study Design Plan</strong></td>
</tr>
<tr>
<td>Standards</td>
<td>The Middle States Commission on Higher Education formally approved Cornell's Design Plan on July 15, 2009 in a letter from Debra Klinman, Vice President.</td>
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<tr>
<td>Committees</td>
<td><strong>Draft of Cornell’s Self Study</strong> <em>(October 29, 2010)</em></td>
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<tr>
<td>Documentation</td>
<td>A first draft of Cornell’s Self Study. The final draft will be submitted to the Middle States Commission on Higher Education in February 2011. Comments welcome before December 18. (See left for contact information.)</td>
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</tbody>
</table>

For More Information Contact:

middlestates@cornell.edu

Marin Clarkberg
mec30@cornell.edu
607-255-9101
# Table of Contents

- Executive Summary: TBD
- 1. Cornell University: An Overview - 21 pages
- 2. Approach to Self Study - 6 pages
- 3. Institutional Stewardship - 26 pages
- 4. Integrity, Governance and Administration - 18 pages
- 5. Student Admissions and Supports - 39 pages
- 6. The Faculty - 28 pages
- 7. Educational Offerings - 40 pages
- 8. Assessment of Student Learning - 28 pages
- 9. Institutional Assessment - 14 pages
- 10. Conclusion - 7 pages

Total Pages: 227
Standard 14

Assessment of Student Learning

- Clearly articulated statements of expected student learning outcomes at all levels (institution, college, major, course)
- Documented, organized and sustained assessment process to evaluate and improve student learning
Learning Outcomes for Cornell

**Disciplinary Knowledge**: demonstrate a systematic or coherent understanding of an academic field of study

**Critical Thinking**: apply analytic thought to a body of knowledge

**Communication Skills**: write and speak articulately

**Scientific and Quantitative Reasoning**: understand cause and effect relationships; use symbolic thought

**Self-Directed Learning**: work independently; take initiative

**Information Literacy**: access and evaluate information sources

**Engagement in the Process of Discovery or Creation**

In addition, Cornell graduates should develop a deeper understanding of:

**Multi-Cultural Competence**: engage in a multicultural society

**Moral and Ethical Awareness**: embrace moral/ethical values

**Self-management**: demonstrate awareness of one's self in relation to others

**Community Engagement**: demonstrate responsible behavior
The primary purpose of the self-study report is to advance institutional self-understanding and self-improvement. The self study is most useful when it ... identifies opportunities for growth and development.”

— Self Study: Creating a Useful Process and Report
The chapters makes recommendations for which we be held accountable at the periodic review five years hence. These fall at the ends of the chapters. For example:

**Chapter 4. Integrity, Governance, and Administration**

1. **Leadership and Administration**
   - Board of Trustees; University Assemblies; The Assemblies and Shared Decision Making; Administration; Policy Development; Selection and Evaluation of Leadership; Communication

2. **Integrity**
   - Ethical Conduct Policies; Enforcement Efforts

3. **Recommendations**
   - Leadership and Administration; Integrity
Spring 2011 Site Visit

• **Chair: Rebecca Bushnell**
  – Dean of Arts & Sciences at University of Pennsylvania (2005-present)
  – Ph.D. in Comparative Literature, Princeton

• **Dates: March 27-30, 2011**
  – Sunday afternoon session through Wednesday afternoon exit interview
Rebecca Bushnell, Dean of Arts & Sciences, Penn
Susan Boswell, Dean of Student Life, Johns Hopkins
Ann Dodd, Assistant Dean for Strategic Initiatives and Graduate Education and Associate Professor of Agricultural Leadership, Penn State
Thomas Elzey, Senior VP of Finance, Drexel
Daryl Nardick, Director of Strategic Projects Integration/Senior Project Consultant, Georgetown
Glenn Starkman, Professor of Physics, Case Western
Karin Trainer, University Librarian, Princeton
Donna Waechter, Associate Dean for Medical Education, Uniformed Services University of the Health Sciences
# Outline of visit agenda

<table>
<thead>
<tr>
<th></th>
<th>Sunday (27)</th>
<th>Monday (28)</th>
<th>Tuesday (29)</th>
<th>Wednesday (30)</th>
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<tbody>
<tr>
<td>Morning</td>
<td></td>
<td>• Chair &amp; President meet</td>
<td>• Chair &amp; President meet</td>
<td>• Finish report writing</td>
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<td></td>
<td></td>
<td>• Interviews &amp; visits</td>
<td>• Interviews &amp; visits</td>
<td>• Chair prepares oral report</td>
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<tr>
<td>Lunch</td>
<td></td>
<td>• Campus people</td>
<td>• Campus people</td>
<td>• Team only</td>
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<tr>
<td>Afternoon</td>
<td>• Reception</td>
<td>• Interviews &amp; visits</td>
<td>• Interviews &amp; visits</td>
<td>• Oral summary for President, Steering Committee</td>
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<td></td>
<td>• First working session of the team</td>
<td>• Team dinner</td>
<td>• Team Dinner</td>
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<tr>
<td>Evening</td>
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<td>• Team meeting</td>
<td>• Report writing</td>
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The final report may make...

- **Suggestions**: action optional
- **Recommendations**: requires the institution take action and report in:
  - Next periodic review report (5 years)
  - Progress letter (6-24 months later)
  - Monitoring report (6-24 months later)
- **Requirements**:
  - Signals that accreditation is in jeopardy
middlestates@cornell.edu

• Kent Hubbell, Dean of Students, klh4@cornell.edu
• Alan Mathios, Dean of the College of Human Ecology, adm5@cornell.edu
• Marin Clarkberg, Director, Institutional Research & Planning, mec30@cornell.edu