Spring 2004

Faculty/Staff Presentation: Cedarville University Accreditation Self-Study Plan

Cedarville University

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Self-Study Plan

Presented by Dr. Thomas Mach

Fall Semester 2004

- **Faculty/Staff Meetings**
  - Introduce Self-Study Coordinator and Steering Committee Members
  - Review Accreditation Criteria
  - Present Self-Study Plan for the semester
- **Contact the North Central Association Higher Learning Commission**
  - Inform the Commission of the Self-Study process
  - Send proposed dates for Site Evaluation
  - Discuss "Change of Status"
- **Steering Committee**
  - Meet every two weeks
  - Establish Self-Study goals and finalize Self-Study Plan
  - Become trained on new Accreditation criteria
  - Form respective subcommittees

Fall Semester 2004 (cont.)

- **Subcommittees**
  - Collect and analyze "evidence" on University performance related to respective criteria
  - Provide data to Steering Committee and Self-Study Coordinator for resource filing
- **Surveys of the University Departments**
  - Develop and send surveys to every department of the University
  - Collect and analyze surveys
- **Web page**
  - Begin developing web page
  - Purpose: to communicate readily with University and public regarding the status of the Self-Study process and Self-Study findings

Spring Semester 2005

- **Steering Committee & Subcommittees**
  - Meeting regularly
  - Conducting interviews, gathering raw data, analyzing findings
- **Higher Learning Commission Annual Meeting**
  - Conference in March/April in Chicago
  - Self-Study Coordinator & all Steering Committee members expected to attend
- **Web page & Newsletter**
  - Informational resources for University campus and public
  - Updated with progress and upcoming tasks of Self-Study
  - Recognize, thank, & encourage members of University working on the project

2005-2006

- **Steering Committee & Subcommittees**
  - Continuing to gather & analyze data as necessary
  - Produce primary drafts on respective criteria

- **Resource Room**

- **Webpage and Newsletter**

- **Self-Study Report**
  - Final draft completed and sent to Administrative Council for feedback

Summer-Fall 2006

- **Self-Study Report**
  - Draft sent to Higher Learning Commission Staff Liaison for review
  - Constituency revisions.
  - Final draft.
- **Resource Room**
- **Web page**
- **Campus Meetings**
  - Administration, faculty, staff, students.

Spring Semester 2007

- **Site Evaluation**
  - Finalize Site Evaluation plans with Evaluation Team
  - Evaluation Team arrives on campus to conduct visit
  - All resources & University personnel or students available as needed
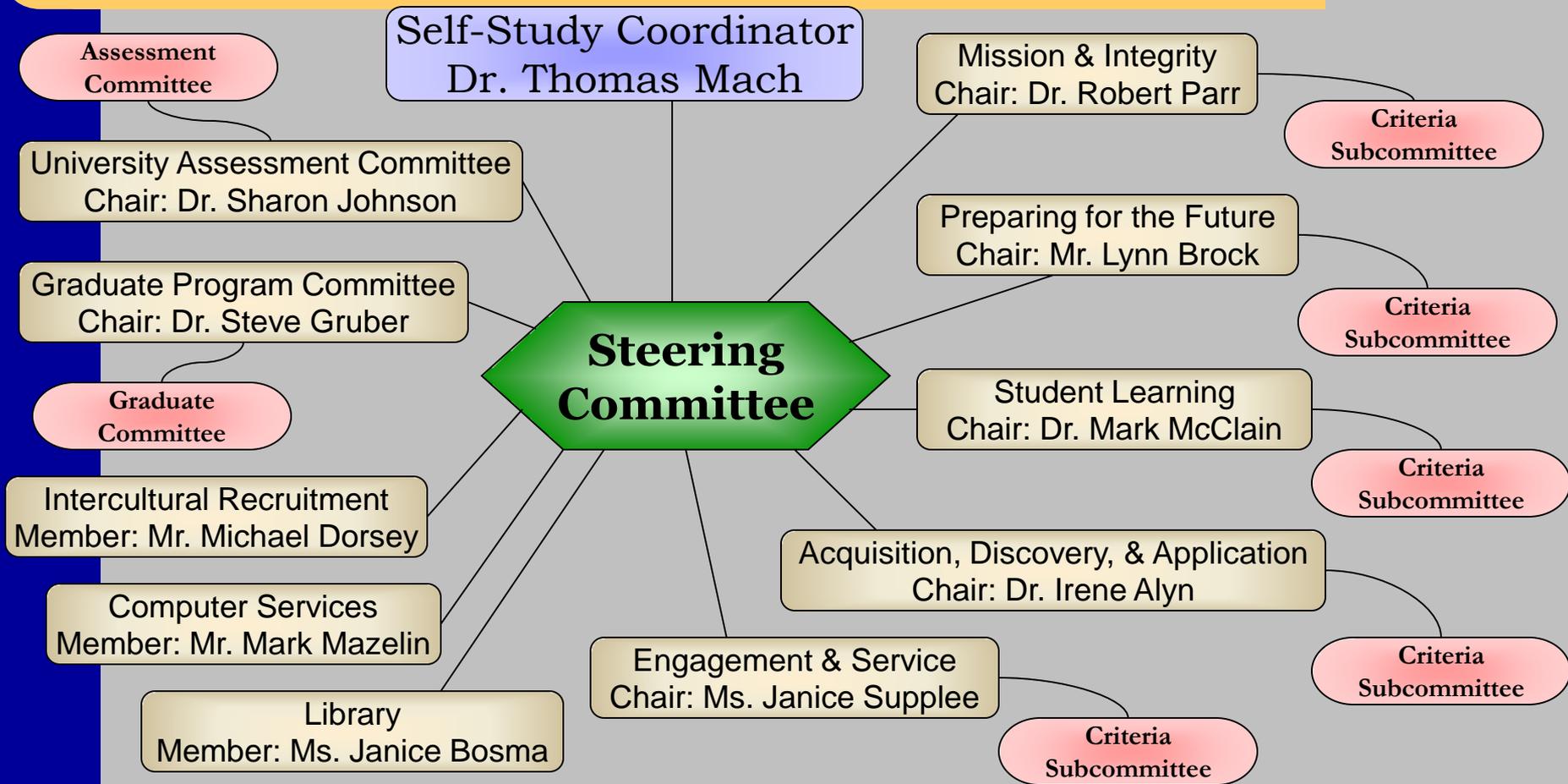
- **Evaluation Team Report**
  - Evaluation Team report received for review
  - Any necessary corrections communicated to Evaluation Team
  - University responds to report conclusions accordingly

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Self-Study Organization

Committee Structure

Self-Study Coordinator
Dr. Thomas Mach

Steering Committee

Assessment Committee

University Assessment Committee
Chair: Dr. Sharon Johnson

Graduate Program Committee
Chair: Dr. Steve Gruber

Graduate Committee

Intercultural Recruitment
Member: Mr. Michael Dorsey

Computer Services
Member: Mr. Mark Mazelin

Library
Member: Ms. Janice Bosma

Mission & Integrity
Chair: Dr. Robert Parr

Criteria Subcommittee

Preparing for the Future
Chair: Mr. Lynn Brock

Criteria Subcommittee

Student Learning
Chair: Dr. Mark McClain

Criteria Subcommittee

Acquisition, Discovery, & Application
Chair: Dr. Irene Alyn

Criteria Subcommittee

Engagement & Service
Chair: Ms. Janice Supplee

Criteria Subcommittee

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Accreditation Criteria

#1 – Mission and Integrity

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Core Components

- The organization's mission documents are clear and articulate publicly the organization's commitments.
- In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.
- Understanding of and support for the mission pervade the organization
- The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.
- The organization upholds and protects its integrity.

#2 – Preparing for the Future

The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Core Components

- The organization realistically prepares for a future shaped by multiple societal and economic trends.

- The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

- The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

- All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

#3 – Student Learning & Effective Teaching

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Core Components

- The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

- The organization values and supports effective teaching.

- The organization creates effective learning environments.

- The organization's learning resources support student learning and effective teaching.

#4 – Acquisition, Discovery, & Application
of Knowledge

The organization promotes a life of learning for its faculty, administrators, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Core Components

- The organization demonstrates, through the action of its board, administrators, students, faculty, and staff, that it values a life of learning.

- The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

- The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

- The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

#5 – Engagement & Service

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Core Components

- The organization learns from the constituencies it serves and analyses its capacity to serve their needs and expectations.

- The organization has the capacity and the commitment to engage with its identified constituencies and communities.

- The organization demonstrates its responsiveness to those constituencies that depend on it for service.

- Internal and external constituencies value the services the organization provides.

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Observations

Observations on the Self-Study

- **CU in Prime Position**
  - Exemplary history
  - Excellent standing today
  - Outstanding, committed people
- **Opportunity**
  - Observe
  - Assess
  - Improve

Observations on the Self-Study

- **What Will Be Your Role?**
  – Prayer
  – Remain Knowledgeable
  – Committee Involvement
  – Surveys
  – Assessment
  – Evaluation
  – Interviews with Site Team
  – Participation
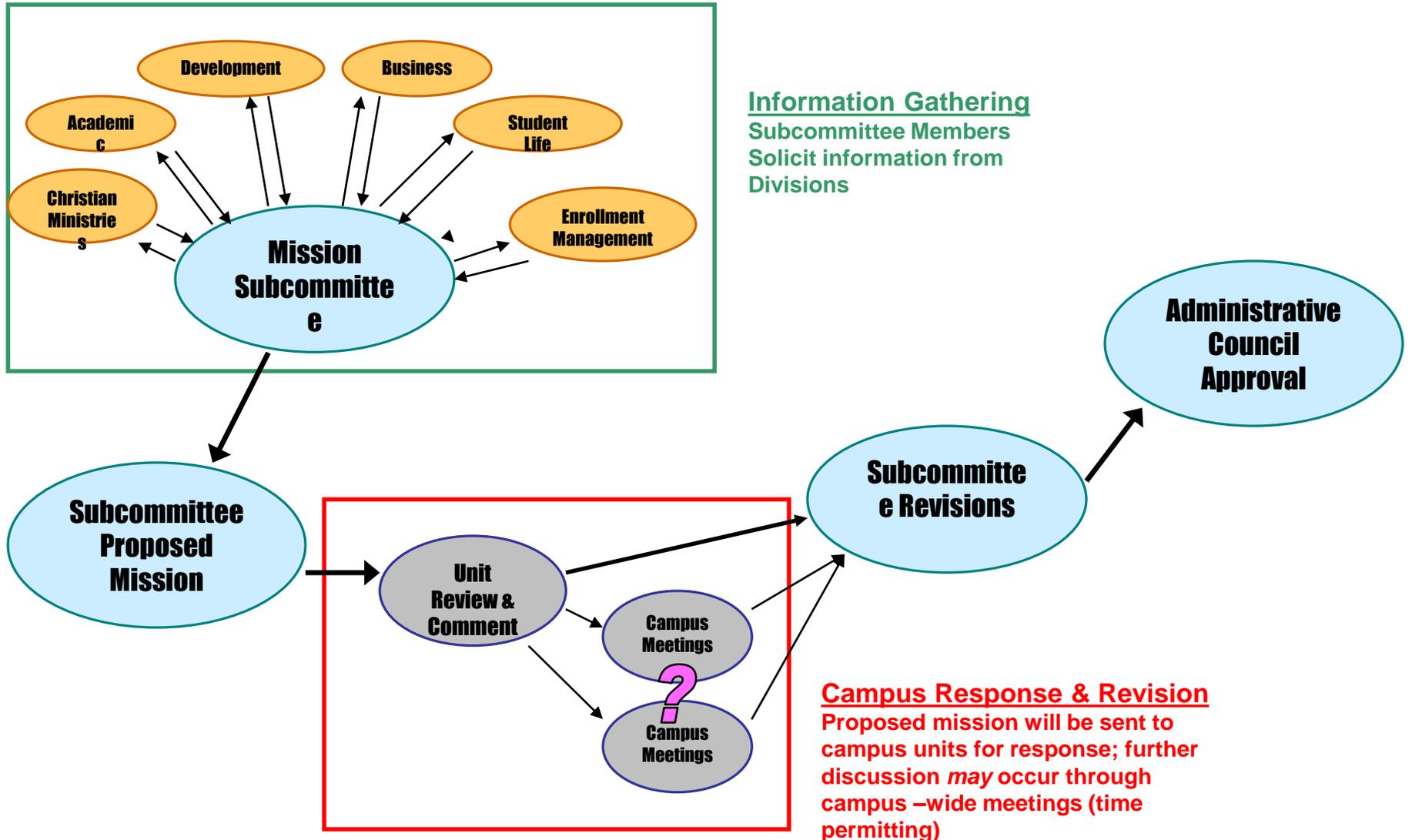
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Mission Statement Revision

MISSION STATEMENT REVISION PLAN

Development

Business

Academic

Student Life

Christian Ministries

Enrollment Management

Mission Subcommittee

Information Gathering
Subcommittee Members
Solicit information from
Divisions

Subcommittee Proposed Mission

Unit Review & Comment

Campus Meetings

?

Campus Meetings

Subcommittee Revisions

Administrative Council Approval

Campus Response & Revision
Proposed mission will be sent to
campus units for response; further
discussion *may* occur through
campus –wide meetings (time
permitting)