

NEASC Steering Committee Meeting
May 15, 2009

In attendance: Andrew Anderson, Roxie Black, Dick Campbell, Susan Campbell, David Carey, Robert Caswell, Cathie Fallona, Dennis Gilbert, Beth Higgins, Jerry LaSala, David Nutty, Rosa Redonnet, Adam Tuchinsky, John Voyer, Bill Wells, Jean Whitney, Tom Wood, Donna Bird, Joan Boggis, Luisa S. Deprez

Announcements

1. The Self-Study Guide for NEASC has been posted on BB under Documents – check it out as it is quite useful.
2. Suggestion to committee members: review Standard 8 on BB re: ideas for postings as it is quite complete
3. Fall: Luisa will send out monthly updates to all NEASC committee members. She will also send a monthly “newsletter” of sorts to the entire USM Community (the A-list) keeping them up-to-date on activities and encouraging them to frequently look at the website.
4. Issues brought up: Distinctions between the USM NEASC Website and the BB site. A discussion on this will be held at the next meeting on May 27th.

- I. Minutes from March 13th meeting
 - i. No suggestions or recommendations for changes, additions, etc.
- II. NEASC Timetable
 - i. A revised timetable was handed out. It tightens the timeline and provides time for review of drafts by the NEASC Steering Committee and the University community.
 - ii. See attached revision

III. Data Collection

The NEASC Data Needs Committee met in April to look at the Data First Forms and assign responsibility to specific people for their collection and completion.

The assignments were listed in the Data Need Committee meeting minutes which were already distributed and are identified again below:

<u>NEASC “Data First” Form</u>	<u>Responsibility of:</u>
General Information	Dick Campbell
Financial Results for Year Ending 6/30/10	
Most Recent Year: 2009-2010	
1 Year Prior: 2008-2009	
2 Years Prior: 2007-2008	
Standard 1: Mission and Purposes	Luisa Deprez
Standard 2: Planning and Evaluation	
Plans	Luisa Deprez
Evaluation	Susan Campbell, Joan Boggis

Standard 3: Organization & Governance Organizational Chart, Governing Board, Institutional Committees, Groups Locations**	Luisa Deprez w/ Roxie Black Luisa Deprez
Standard 4: The Academic Program SUMMARY – Enrollment & Degrees** Enrollment: Undergraduate, Graduate Credit Hours Generated by Departmen *	Susan Campbell (w/ Pat Davis, Steve Rand) Dick Campbell & Bill Wells (w/ Steve Rand & Pat Davis) Susan Campbell & Bill Wells
Standard 5: Faculty Rank, Gender, Salary Highest Degree, Teaching Assignment Appointments & Departures Numbers by Department*	Judy Ryan Judy Ryan & Joan Boggis Judy Ryan & Joan Boggis Susan Campbell & Bill Wells
Standard 6: Students Admissions Enrollment: Undergraduate & Graduate Financial Aid, Debt & Developmental Courses Financial Aid Debt Developmental Courses	Dick Campbell (w/ Scott Steinberg) Dick Campbell & Bill Wells Dick Campbell (w/ Keith duBois) Dick Campbell (w/ Keith duBois) Susan Campbell (w/ Pat Davis)
Standard 7: Library and Other Information Resources Library ** Information Technology**	David Nutty & Bill Wells David Nutty & Bill Wells
Standard 8: Physical & Technological Resources **	Dick Campbell & Bill Wells
Standard 9: Financial Resources	Dick Campbell
Standard 10: Public Disclosure	Luisa Deprez w/ Bob Caswell, Dennis Gilbert
Standard 11: Integrity	Luisa Deprez, & Joan Boggis

- Department designation must be consistent
- **Location designation must be consistent – main campus, other principal campus

Any NEASC Standard Co-Chair seeking information as required from the Data First Forms should be in contact with the responsible person as identified above. Other data/information sought should be requested through Luisa and/or a request made to the person stipulated above.

NEASC Co-Chairs are encouraged to review the Data First Forms to identify information that they feel would be useful in their deliberations. Let Luisa know.

One thing that the Data Needs Committee realized in their deliberations is that there is a need to ensure consistency in definition of department and of location. The committee will be considering this at a forthcoming meeting.

NEASC Co-chairs were also encouraged to review the UVM Documents list for ideas of information to collect and/or consult. The UVM list should also be

shared with Sub-committee co-chairs in those committees where sub-committees exist.

Luisa also reminded Co-Chairs to get her the Data Collection Template Forms as soon as possible so that she can collect the information over the summer and have it to the co-chairs by mid-August. This also brought forth a discussion about the use of the term *data*. It was suggested that we use the term *information* instead of data because of the quantitative connotations that the use of the term data implies. Good suggestion. Thank you.

IV. Committee Updates

Committee Co-chairs shared the progress of each of their committees. Briefly:

Standard 2: *Planning & Evaluation* met once to discuss the standard and talk at some length about the planning process and use of evaluation in planning at USM. The committee will be meeting again this summer to talk this through further and to decide who else to reach out to re: the intents of this standard.

Standard 3: *Organization & Governance* held a meeting in April to get acquainted and identify data needs. They also want to get data from the system-wide task force and identify other people to talk to. They will be meeting again this summer.

Standard 4: *Academic Program* had a meeting of co-chairs who will begin meeting shortly with their respective committees.

Standard 5: *Faculty* has met 2 or 3 times to discuss the standard and identify information necessary to inquire into the standard further. They have also decided to incorporate Public Service into the narrative rather than have it as a stand-alone separate section within the Standard. They have developed a schedule of meetings for the fall and have a plan of action and timeframe for the work laid out.

Standard 6: *Students* has three sub-committees – they have met with 2 of the 3 sub-committee chairs. The purpose of their meeting was to familiarize them with the standard and to begin to consider what information they needed to move ahead with their work.

Standard 7: *Library and Other Information Resources* met to review in-depth the sub-standards so as to gain a common understanding of them. They delineated three tasks: what are other data needs, how to they gather community input, and how will they use and reflect on the new mission statement.

Standard 8: *Physical and Technological Resources* met to discuss the standard in some detail. They broke into sub-groups to consider the sub-standards under their domain. They will be coming back together in September to move forward with their work.

Note: This BB site has a good posting of documents worth looking at.

Standard 9: *Financial Resources* will be meeting next week to more closely look the standard and at individual units. Dick will conduct a Budget 101 session so that everyone on the committee can get a common understanding of the budgeting process.

Standard 10: *Public Disclosure* has not yet met as a committee but plans are underway to schedule a meeting. In the meantime, a student is reviewing the data first form requirements re: specific URL's to see if they are on the USM website. Dennis has also worked this past semester with Beth Higgins on a student project that developed a Student Portal for the website. That will be pursued further and considered to be quite important to this standard.

Standard 11: *Integrity* met to spend some time seeking to define what integrity means. Committee members have been assigned "work" and will be going back to their respective units to consider the standard more carefully.

SUGGESTION to all Co-Chairs: Develop a plan of action for work and schedule Fall meetings.

Data/Information Needs: Should any member of the Steering Committee need data/information they should first contact Luisa. With all requests coming through Luisa, she can then make sure that data/information is distributed to others who may need it and/or ascertain data/information that is not available and may need to be collected or acknowledged as not available. A second consideration would be to contact the NEASC Data Needs person as per the list above. We must avoid going to individuals within the institution lest we overwhelm them. Susan also indicated that a good deal of data exists through IPEDs and agreed to give a presentation on it at the next meeting.

This data/information collection activity is also one which can be readily shared with the new IR person once hired – we can be quite specific with her/him as to what some of the data/information needs are at USM.

Surveys: Surveys or possible surveys were mentioned a number of times. It was agreed that any survey would first come before the Steering Committee for review, comment and approval before distribution.

- V. Discussion of Mission Statement and its use in Standard review
Luisa distributed a list of "References to Mission Statement in NEASC Standards". She suggested that co-chairs share this with committee members

and use it to frame in-committee discussions about how the standard relates to the USM Mission Statement. As Pat O'Brien indicated in her luncheon presentation, this is a Mission-centric self-study approach.

A survey to all USM community members will be forthcoming to ask about their understanding of the Mission Statement and its relationship to development and growth at USM. ("References to Mission Statement in NEASC Standards" handout forthcoming).

Next meeting: May 27th, 9:30-11:30, 211 Wishcamper

Agenda: Website/ BB site

Additional committee/sub-committee updates

IPEDs Data presentation: Susan Campbell

Fall meeting schedule

NEASC Workshop: October 15-16, Southbridge, MA.

NEASC Timetable

April-May 2009:	Standards committees/sub-committees commence work: Templates for data collection Discussion of mission statement w/in standard Determine data needs for Fall work
June-August 2009:	Data collection for committee work Work on “glossary” of common terms/definitions
September –December 2009:	Standards committees/sub-committees convene: Work on standards D/A/P templates
October 15 -16: NEASC Accreditation Workshop, Southbridge, MA	
<u>December 2009:</u>	<u>Standards committees first drafts due</u>
December 2009-January 2010:	First drafts compiled
January 2010 – February 2010:	Steering Committee reviews first draft of Self-Study – draft write-ups from all standards committees/sub-committees Drafts to President, VP’s
February - March 2010:	Drafts returned for revisions, etc
March – April 2010:	Draft Self-Study posted on website (?) Draft Self-Study presented to USM community for comment – three campus Forums/discussions: reflect on feedback from faculty, staff and students
April-May 2010:	Comments from community forums handed on to Standards committees/sub- committees for integration into their drafts Meet with committees/sub-committees if necessary
June – July 2010:	Pre-final draft work
August 2010:	Pre-final draft to Commission for review and comment
September 2010:	Meeting of NEASC Commission staff and Steering Committee re Self-Study
October 2010 ;	Committee prepare Self-Study final report <u>Consider: Mock Self-Study Visit</u> <u>USM Community Forums on final report</u> <u>Public Comment mechanisms</u>
November 2010;	Steering Committee reviews final report Preparations begin for site visit
December 2010:	Steering Committee meets with President/VP’s re final report
January 2011:	Self-Study Complete
February 2011:	Self-Study sent to NEASC Commission
April 10- 13, 2011 NEASC Accreditation Site Visit	

References to Mission Statement in NEASC Standards

Mission and Purposes

The institution's mission and purposes are appropriate to higher education, consistent with its charter or other operating authority, and implemented in a manner that complies with the Standards of the Commission on Institutions of Higher Education. The institution's mission gives direction to its activities and provides a basis for the assessment and enhancement of the institution's effectiveness.

1.1 The mission of the institution defines its distinctive character, addresses the needs of society and identifies the students the institution seeks to serve, and reflects both the institution's traditions and its vision for the future. The institution's mission provides the basis upon which the institution identifies its priorities, plans its future and evaluates its endeavors; it provides a basis for the evaluation of the institution against the Commission's Standards.

1.2 The institution's mission is set forth in a concise statement that is formally adopted by the governing board and appears in appropriate institutional publications.

1.3 The institution's purposes are concrete and realistic and further define its educational and other dimensions, including scholarship, research, and public service. Consistent with its mission, the institution endeavors to enhance the communities it serves.

1.4 The mission and purposes of the institution are accepted and widely understood by its governing board, administration, faculty, staff, and students. They provide direction to the curricula and other activities and form the basis on which expectations for student learning are developed. Specific objectives, reflective of the institution's overall mission and purposes, are developed by the institution's individual units.

1.5 The institution periodically re-evaluates the content and pertinence of its mission and purposes, assessing their usefulness in providing overall direction in planning and resource allocation. The results of this evaluation are used to enhance institutional effectiveness.

2. Planning and Evaluation

The institution undertakes planning and evaluation appropriate to its needs to accomplish and improve the achievement of its mission and purposes. It identifies its planning and evaluation priorities and pursues them effectively.

2.2 The institution undertakes short- and long-term planning, including realistic analyses of internal and external opportunities and constraints. The institution systematically collects and uses data necessary to support its planning efforts and to enhance institutional effectiveness. It plans for and responds to financial and other

contingencies, establishes feasible priorities, and develops a realistic course of action to achieve identified objectives. Institutional decision-making, particularly the allocation of resources, is consistent with planning priorities.

2.4 The institution regularly and systematically evaluates the achievement of its mission and purposes, giving primary focus to the realization of its educational objectives. Its system of evaluation is designed to provide relevant and trustworthy information to support institutional improvement, with an emphasis on the academic program. The institution's evaluation efforts are effective for addressing its unique circumstances. These efforts use both quantitative and qualitative methods.

3. Organization and Governance

The institution has a system of governance that facilitates the accomplishment of its mission and purposes and supports institutional effectiveness and integrity. Through its organizational design and governance structure, the institution creates and sustains an environment that encourages teaching, learning, service, scholarship, and where appropriate research and creative activity. It assures provision of support adequate for the appropriate functioning of each organizational component.

3.1 The authority, responsibilities, and relationships among the governing board, administration, faculty, and staff are clearly described in the institution's by-laws, or an equivalent document, and in a table of organization that displays the working order of the institution. The board, administration, staff, and faculty understand and fulfill their respective roles as set forth in the institution's official documents and are provided with the appropriate information to undertake their respective roles. The institution's organizational structure, decision-making processes, and policies are clear and consistent with its mission and support institutional effectiveness. The institution's system of governance involves the participation of all appropriate constituencies and includes regular communication among them.

3.3 The (governing) board has a clear understanding of the institution's distinctive mission and purposes. It exercises the authority to ensure the realization of institutional mission and purposes. The board sets and reviews institutional policies; monitors the institution's fiscal solvency; and approves major new initiatives, assuring that they are compatible with institutional mission and capacity. These policies are developed in consultation with appropriate constituencies. The board assures that the institution periodically reviews its success in fulfilling its mission and achieving its purposes.

4. The Academic Program

The institution's academic programs are consistent with and serve to fulfill its mission and purposes. The institution works systematically and effectively to plan,

provide, oversee, evaluate, improve, and assure the academic quality and integrity of its academic programs and the credits and degrees awarded. The institution develops the systematic means to understand how and what students are learning and to use the evidence obtained to improve the academic program.

4.1 The institution's programs are consistent with and serve to fulfill its mission and purposes. The institution offers collegiate-level programs consisting of a curriculum of studies that leads to a degree in a recognized field of study and requires at least one year to complete. The institution for which the associate's degree is the highest awarded offers at least one program in liberal studies or another area of study widely available at the baccalaureate level of regionally accredited colleges and universities.

4.9 The institution undertakes academic planning and evaluation as part of its overall planning and evaluation to enhance the achievement of institutional mission and program objectives. These activities are realistic and take into account stated goals and available resources. The evaluation of existing programs includes an external perspective and assessment of their effectiveness. Additions and deletions of programs are consistent with institutional mission and capacity, faculty expertise, student needs, and the availability of sufficient resources required for the development and improvement of academic programs. The institution allocates resources on the basis of its academic planning, needs, and objectives.

5. Faculty

The institution develops a faculty that is suited to the fulfillment of the institution's mission. Faculty qualifications, numbers, and performance are sufficient to accomplish the institution's mission and purposes. Faculty competently offer the institution's academic programs and fulfill those tasks appropriately assigned them.

5.1 Faculty categories (e.g., full-time, part-time, adjunct) are clearly defined by the institution as is the role of each category in fulfilling the institution's mission and purposes. Should part-time or adjunct faculty be utilized, the institution has in place policies governing their role compatible with its mission and purposes and the Standards of the Commission.

5.3 There are an adequate number of faculty whose time commitment to the institution is sufficient to assure the accomplishment of class and out-of-class responsibilities essential for the fulfillment of institutional mission and purposes. Responsibilities of teaching faculty include instruction and the systematic understanding of effective teaching/learning processes and outcomes in courses and programs for which they share responsibility; additional duties may include such functions as student advisement, academic planning, and participation in policy-making, course and curricular development, research, and institutional governance.

5.7 Faculty assignments and workloads are consistent with the institution's mission and purposes. They are equitably determined to allow faculty adequate time to provide effective instruction, advise and evaluate students, contribute to program and institutional assessment and improvement, continue professional growth, and participate in scholarship, research, creative activities and service compatible with the

mission and purposes of the institution. Faculty workloads are reappraised periodically and adjusted as institutional conditions change.

5.10 Faculty are demonstrably effective in carrying out their assigned responsibilities. The institution employs effective procedures for the regular evaluation of faculty appointments, performance, and retention. The evaluative criteria reflect the mission and purposes of the institution and the importance it attaches to the various responsibilities of faculty, e.g., teaching, advising, assessment, scholarship, creative activities, research, and professional and community service. The institution has equitable and broad-based procedures for such evaluation applying to both full- and part-time faculty, in which its expectations are stated clearly and weighted appropriately for use in the evaluative process.

5.12 The institution provides its faculty with substantial and equitable opportunities for continued professional development throughout their careers. Such opportunities are consistent with and enhance the achievement of the institution's mission and purposes. Faculty accept the obligation to take advantage of these opportunities and otherwise take the initiative in ensuring their continued competence and growth as teachers, scholars, and practitioners.

5.15 Instructional techniques and delivery systems, including technology, are compatible with and serve to further the mission and purposes of the institution as well as the learning goals of academic programs and objectives of individual courses. Methods of instruction are appropriate to the students' capabilities and learning needs. Scholarly and creative achievement by students is encouraged and appropriately assessed. Students in each program are taught by a variety of faculty in order to ensure experience in different methods of instruction and exposure to different viewpoints.

5.22 The institution periodically evaluates the sufficiency of and support for the faculty and the effectiveness of the faculty in teaching and advising, scholarship, service, and as appropriate to institutional mission, research and creative activity. The results of these evaluations are used to enhance fulfillment of the institution's mission.

6. Students

Consistent with its mission, the institution defines the characteristics of the students it seeks to serve and provides an environment that fosters the intellectual and personal development of its students. It recruits, admits, enrolls, and endeavors to ensure the success of its students, offering the resources and services that provide them the opportunity to achieve the goals of their program as specified in institutional publications. The institution's interactions with students and prospective students are characterized by integrity.

6.1 Consistent with its mission, the institution enrolls a student body that is broadly representative of the population the institution wishes to serve. The institution has an orderly and ethical program of admission that complies with the requirements of legislation concerning equality of educational opportunity. Its admission and retention policies and procedures are

clear, consistent with its mission and purposes, and available to all students and prospective students electronically and through other appropriate publications.

6.2 Standards for admission ensure that student qualifications and expectations are compatible with institutional objectives. Individuals admitted demonstrate through their intellectual and personal qualifications a reasonable potential for success in the programs to which they are admitted. If the institution recruits and admits individuals with identified needs that must be addressed to assure their likely academic success, it applies appropriate mechanisms to address those needs so as to provide reasonable opportunities for that success. Such mechanisms receive sufficient support and are adequate to the needs of those admitted. The institution endeavors to integrate specifically recruited populations into the larger student body and to assure that they have comparable academic experiences.

6.6 The institution measures student success, including rates of retention and graduation and other measures of success appropriate to institutional mission. The institution's goals for retention and graduation reflect institutional purposes, and the results are used to inform recruitment and the review of programs and services. Rates of retention and graduation are separately determined for any group that the institution specifically recruits, and those rates are used in evaluating the success of specialized recruitment and the services and opportunities provided for the recruited students.

6.7 The institution systematically identifies the characteristics and learning needs of its student population and then makes provision for responding to them. The institution's student services are guided by a philosophy that reflects the institution's mission and special character, is circulated widely and reviewed periodically, and provides the basis on which services to students can be evaluated.

6.8 The institution offers an array of student services appropriate to its mission and the needs and goals of its students. The Commission recognizes the variations in services that are appropriate at branch campuses, remote instructional locations, and for programs delivered electronically. The Commission also recognizes the differences in circumstances and goals of students pursuing degrees. In all cases, the institution provides academic support services appropriate to the student body, takes reasonable steps to ensure the safety of students while on campus or at another physical instructional location, and provides available and responsive information resources and services, information technology, academic advising and career services and complaint and appeal mechanisms. It assists students to resolve educational and technological problems in using institutional software. Where appropriate, it assists students regarding their personal and physical problems. In providing services, in accordance with its mission and purposes, the institution adheres to both the spirit and intent of equal opportunity and its own goals for diversity.

7. Library and Other Information Resources

The institution demonstrates sufficient and appropriate information resources and services and instructional and information technology and utilizes them to support the fulfillment of its mission.

7.1 The institution articulates a clear vision of the level and breadth of information resources and services and of instructional and information technology appropriate to support its academic

mission and its administrative functions. Through strategic, operational, and financial planning, it works to achieve that vision.

7.2 Institutional planning and resource allocation support the development of library, information resources and technology appropriate to the institution's mission and academic program. The institution provides sufficient and consistent financial support for the library and the effective maintenance and improvement of the institution's information resources and instructional and information technology.

7.3 The institution uses instructional technology appropriate to its academic mission and the modes of delivery of its academic program.

7.7 Through ownership or guaranteed access, the institution makes available the library and information resources necessary for the fulfillment of its mission and purposes. These resources are sufficient in quality, level, diversity, quantity, and currency to support and enrich the institution's academic offerings. They support the academic and research program and the intellectual and cultural development of students, faculty, and staff.

8. Physical and Technological Resources

The institution has sufficient and appropriate physical and technological resources necessary for the achievement of its purposes. It manages and maintains these resources in a manner to sustain and enhance the realization of institutional purposes.

8.1 The institution's physical and technological resources, including classrooms, laboratories, network infrastructure, materials, equipment, and buildings and grounds, whether owned or rented, are commensurate with institutional purposes. They are designed, maintained, and managed at both on- and off-campus sites in a manner that serves institutional needs. Proper management, maintenance, and operation of all physical facilities, including student housing provided by the institution, are accomplished by adequate and competent staffing.

9. Financial Resources

9.5 The institution and its governing board regularly and systematically review the effectiveness of the institution's financial aid policy and practices in advancing the institution's mission and helping to ensure that the institution enrolls and supports the student body it seeks to serve.

9.8 The institution's financial planning, including contingency planning, is integrated with overall planning and evaluation processes. The institution demonstrates its ability to analyze its financial condition and understand the opportunities and constraints that will influence its financial condition and acts accordingly. It reallocates resources as necessary to achieve its purposes and objectives. The institution implements a realistic plan for addressing issues raised by the existence of any operating deficit.

10. Public Disclosure

10.5 The institution publishes its mission, objectives, and expected educational outcomes; requirements and procedures and policies related to admissions and the transfer of credit; student fees, charges and refund policies; rules and regulations for student conduct; other items related to attending or withdrawing from the institution; academic programs, courses currently offered, and other available educational opportunities; and academic policies and procedures and the requirements for degrees or other forms of academic recognition.