

MSCHE2022: Building a Stronger Drexel Together Town Hall #2

MSCHE 2022 Steering Committee

Rena Cumby Co-Chair

Associate Professor IDEC, EDRA: Department of Architecture,
Design & Urbanism, Westphal College of Media Arts & Design

Chair: Senate Committee on Academic Affairs

Joseph Hawk, Co-Chair

Executive Director of Assessment & Accreditation

Accreditation Liaison Officer



Purpose of Our Self-Study

Demonstrate how the institution currently meets the Commission's Standards for Accreditation and Requirements of Affiliation

Demonstrate Drexel's focus on continuous improvement in the attainment of the institution's mission and its institutional priorities

Assess the quality and effectiveness of assessment processes to identify challenges and opportunities and make recommendations for improvement.

Engage the Drexel community in an inclusive and transparent self-appraisal process that actively and deliberately seeks to involve members from all areas of the institutional community

Middle States 2022: Building a Stronger Drexel Together

Steering Committee:

- Composed of the co-chairs of each of the sub-committees
- 18 staff and faculty represent 11 colleges and schools and 4 administrative units.

Standards Committees:

- 8 Teams to address each of the standards
- One faculty and one staff member co-chair
- Student representation
- 104 members represent 13 colleges and schools as well as 18 administrative units

Process

Build a collaborative, representative team of faculty, professional staff and students dedicated to a thorough evaluation of the university as a whole

Utilize Subject Area Experts

- Consult with the people that are the subject experts when addressing the criteria
- Circle back around to review narrative and update evidence

Keep university leadership informed and involved

Construction of the Document

The document is written in a way that will provide the easiest review process for the peer evaluators

It addresses the specific criteria within the standards dictated by Middle States

100 page limit for the standards makes it difficult to evaluate a complex university like Drexel, which means some things will not make it into the self-study

The evidence repository provides the opportunity to show variety and represent the university more wholistically

Findings and Recommendations

- All findings are very important to this effort and they have been documented and shared as part of the review process.
- Each committee developed a set of findings for their standard
- Middle States recommends that colleges and universities review their findings and present a small amount of internal recommendations that they can commit to progress or even resolution at the next accreditation review.
 - The intention is that colleges and universities don't have the capital or the manpower to commit to address every finding adequately from a self-study review.
 - This idea helps to keep colleges and schools from setting themselves up to fail.
- The internal recommendations are generally larger areas of need where the university can make progress in and that can help the University to prioritize

Standard I: Mission and Goals

Sample Focus Areas:

- University mission statements, goals and strategic plans; academic and co-curricular mission statements and strategic plans; organizational charts; past strategic plans

Sample Findings:

- Going forward, the Drexel 2030 Strategic Plan implementation process should continue a level of transparency, assessment and accountability through regular communication with the university community – not only sharing the results of the strategic plan in periodic reports and KPI assessments, but also inviting members of the community to provide feedback on the impact of the plan and its goals on their individual unit-level programs.

Standard II: Ethics and Integrity

Sample Focus Areas:

- University policies around hiring, evaluation and promotion of faculty and staff; conflict of interest process and policies; initiatives to support diversity, equity and inclusion

Sample Findings:

- Regular sharing of KPIs from Drexel 2030
- Regularly offered trainings for search committee chairs and members, and regular trainings for department chairs on the annual evaluation process
- Make DEI training mandatory for students (started for staff for this year)
- DEI becomes a Strategic Learning Priority.
- Implement a climate survey for students, faculty and staff (ran in the fall)
- Hire a Vice Provost for Diversity, Equity and Inclusion (in process)
- Improve communication about OED policies within the University Community
- Review resources and processes within the colleges for the hiring and support adjunct faculty
- Making the IP application process for students more widely known
- Implement the new Academic Freedom Policy as approved by the Drexel Faculty Senate

Standard III: Design and Delivery of the Student Learning Experience

Sample Focus Areas:

- Enrollment data; program information; research information; faculty information, program review information, experiential education

Sample Findings:

- Create a faculty handbook containing faculty processes and resources. (This is done)
- Review and revise Periodic Alignment and Review (PAR) to create timelier and more sustainable processes that are better integrated into university processes. (Ongoing)
- Explore faculty sufficiency thresholds by college/school/department
- Review the process for Faculty Annual Review (FAR) Including tighter coordination between Faculty Annual Reviews and Tenure and/ or Promotion policies
- Formalize policies and procedures around the formation of stackable certificate programs to offer this program pathway and also create a marketing strategy.

Standard IV: Support of the Student Experience

Sample Focus Areas:

- Enrollment, retention and graduation data; post graduation outcomes, academic advising, Enrollment Management and Student Success, athletics, student life

Sample Findings:

- Review the transfer credit evaluation process and policies/procedures around internal transfer (Ongoing)
- Clarify and clearly outline quarter and semester academic calendars
- Centralized strategy and oversight for co-curricular experiences including facilitation, assessment and regular review
- Coordinate and centralize academic resource support building on what has been started with the Learning Alliance

Standard V: Educational Effectiveness Assessment

Sample Focus Areas:

- Program learning outcomes; university level activities that support learning assessment; college and program level activities that facilitate learning assessment; usage of results for planning and curricular revisions

Sample Findings:

- Establish a more formalized process for the periodic review and reporting of program learning objectives and associated mapping to the Assessment and Learning Council (ALC).
- Conduct an environmental landscape of assessment practices embedded with the colleges, departments and programs in order to gather resources to work towards the creation of a sustainable and useful University Assessment Plan. (This is an internal recommendation for ST V)
- Coordinate with the work of the Anti-Racism Taskforce to coordinate the effort to build in more equity, inclusion and diversity into the curriculum (This is an internal recommendation for ST II)
- Review the integration and usage of the DSLPs in order to evaluate relevance and currency

Standard VI: Planning, Resources, and Institutional Improvement

Sample Focus Areas:

- Budget planning and processes, financial information, strategic plans, organizational charts, campus master plans, Pre-Planning and Executive Planning Committee reports and work, Campus Master Plan

Sample Findings:

- Full implementation and utilization the RCM budget model (This is an internal recommendation for ST VI)
- Continued assessment and commitment to strengthening academic programs, student life, and research through better long-term financial planning and refinement of resource allocation and budget strategies
- Explore ways to increase and diversify revenue streams while enhancing the quality of Drexel educational and research programs
- Maintain close connections between strategic initiatives and finances
- Continue efforts to increase diversity and inclusion opportunities across the entire University enterprise

Standard VII: Governance, Leadership and Administration

Sample Focus Areas:

- The Board of Trustees, the President, the Provost, senior leadership, the Deans, college organizational charts, administrative organizational charts, charters, by-laws

Sample Findings:

- Continue the communication that was involved with the planning and development of the new strategic plan
- Continue to build representative committees (both ad-hoc and long-standing) to work collaboratively to address university challenges

Overarching Recommendations

- Continue to focus on implementing the work of the Anti-Racism Task Force (ARTF) throughout the campus. (ST II, III, IV, V, VI)
- Review and revise Periodic Alignment and Review (PAR) to create timelier and more sustainable processes that are better integrated into university processes. (ST III, V)
- Building off of the success of Student Lifecycle Management, continue to enhance the student experience and focus on student success. (ST IV)
- Conduct an environmental landscape of assessment practices embedded with the colleges, departments and programs in order to gather resources to work towards the creation of a sustainable and useful University Assessment Plan. (ST III, V)
- Continued assessment and commitment to strengthening academic programs, student life, and research through better long-term financial planning and refinement of resource allocation and budget strategies (Full implementation and utilization the RCM model and monitor its impact) - (ST I, VI, VII)

Public Comment

Public Comment Period

- The self-study is now open for public comment on the MSCHE 2022 website until February 16
- You can submit a comment or upload items to strengthen the narrative
- Link:
<https://drexel.edu/provost/offices/assessment/middle-states/feedback/>

Questions?

Rena
Cumby

cumbyrp@drexel.edu

Joseph
Hawk

Jmh356@drexel.edu
