

LONG ISLAND UNIVERSITY
MIDDLE STATES SELF-STUDY REPORT (2012-2013)
DRAFTING & OVERSIGHT COMMITTEE MEETING

October 13, 2011

Brooklyn Campus – Pratt 619
University Center – Tytel House

Present

Robert Altholz, George Baroudi, Sylvia Blake, Margaret Boorstein, Claude Cheek, Rutesh Dave, Gabrielle Eskin, Vicki Fabisch, Paul Forestell, Heather Gibbs, William Gustafson, Jeffrey Kane, Lori Knapp, Mabel Martinez, Kathy Morley, Theresa Mullarkey, Daniel Rodas, Gladys Schrynemakers, Edward Shorin H'99, David Spierer, Diana Thompson

Unable to attend

Robert Arning '84, Joan Bartolomeo '77, Sylvia Blake, Francis Bonsignore Liz Ciabocchi, David Cohen, Margaret Cuonzo, Michael Devine '68, Pansy Elsamadisi, Tom Fahy, Jackie Favaloro, Gale Haynes, Mary Lai '42, Harvey Maldow '67, , David Taft, Helen Thompson, Veronica Vega, Anne Winberry

Discussion

As discussed at the meeting in May 2011, the Drafting & Oversight Committee will meet twice each semester. As the time of the evaluation team visit approaches it may be necessary to have additional meetings. Committee Chairs Lori Knapp and Heather Gibbs reiterated that a great deal has been accomplished, particularly in the area of evidence-gathering, since the May meeting. To date, more than 400 pieces of evidence, including reports and data analysis, have been submitted. Some of the evidence was very clearly related to specific Research Questions, while some evidence was less clear. Most of the documents have been uploaded to SharePoint, and all evidence has been tagged to identify it with a specific Middle States standard, a Working Group, Research Question, and type of document. Dr. Knapp and Ms. Gibbs reminded the group that as the self-study process moves toward the eventual goal of an integrated report, it will be increasingly important for the Working Groups to pay attention to the work of other Working Groups.

The work of the "Gap Analysis" group has reinforced the need to address the Fundamental Elements of the Middle States standards, as well as the need to begin to think in terms of telling an institutional "story" supported by compelling evidence. Dr. Knapp and Ms. Gibbs have been meeting with the Working Group Chairs to help them prepare the individual draft outlines, which are due November 11, 2011. A primary purpose of developing the outlines is to ensure that each Working Group story is consistent in its approach to addressing the Middle States standards and that the Working Groups have adequately covered the Research Questions included in the Self-Study Design. The Drafting & Oversight Committee must be concerned with how well the final Self-Study Report achieves a balance between the campus "stories" and the overall institutional reality. There are many opportunities and approaches to presenting a strong, unified, comprehensive report, and that work will become more important as the draft reports are developed. The Periodic

Review Report, submitted to Middle States in 2008, is an example of how campus identity and culture can be celebrated while recognizing institutional unity.

The Working Group Co-Chairs reported on the activities of the various committees. Because evidence of assessment must be a key component of the Self-Study Report, assessment specialists at the campuses are engaging with the Working Groups to show how the Research Questions can be used to measure outcomes. At the Brooklyn Campus, members of Working Group 1A have been working with members of the ten Retention Task Force groups to jointly answer the Research Questions and to continue to gather and analyze data. Dr. Knapp noted that it is essential to remember to include the regional campuses in any analysis of student learning, compliance, or institutional effectiveness, for example. Stakeholder representation should be as broad as possible, allowing multiple perspectives to be presented in the Self-Study Report.

Assessment of student learning is the central focus of Working Group 1B, which includes members from across the University. The findings of placement validity and student artifacts studies will help to inform the reports prepared by this group. A theme that has been emerging from the activity of several Working Groups is the extent to which the current state of shared governance affects the University's ability to achieve its long-term goals.

Vice President for Academic Affairs Jeffrey Kane noted that a University-wide survey of faculty can be used to capture important data to support the Self-Study Report. Faculty perceptions in areas ranging from governance to financial resources to the promotion and tenure process to working conditions can be measured by means of a survey instrument. The results can also support (or refute) anecdotal evidence related to job satisfaction and engagement. Campus Labs, formerly known as Student Voice, can be used as the platform for launching the survey, which must be fielded by the end of the fall 2011 semester.

Following the findings of the "gap analysis," Working Group 3 is continuing to gather existing evidence to support that section of the report, keeping in mind that it is helpful to be careful and selective in this process. As a whole, this Working Group is focusing on the following areas: planning; the relationship between budgeting and planning; institutional resources; and institutional management. The goal is to demonstrate that planning activities have been grounded in assessment. A strong case will be presented that these are evolving activities at the University.

Next Steps:

- Faculty need to be alerted to the plans to field a survey as part of the reaccreditation effort. (Institutional Research will work with D&O Committee Co-Chairs to achieve this.)
- University Mission Statement Committee needs to be convened to begin to review the findings of the Working Groups, with a view to incorporating those findings into a possibly revised University Mission Statement.
- November 11, 2011 -- first draft of outlines due
- November 18, 2011 -- next meeting of D&O Committee