

MSCHE Reaccreditation



Briefing for the NDU Board of Visitors, May 2022

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Dr. John Yaeger

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*Imagine, Create, and
Secure a Stronger Peace...*



**NATIONAL DEFENSE
UNIVERSITY**
Washington, D.C.

Why Accreditation?



The Secretary shall require NDU schools to maintain rigorous standards for the military education of officers with the joint specialty.

1986 Defense Reorganization Act,
Chapter 38, section 663

What Is Institutional Accreditation?



Accreditation is an expression of confidence in an institution's mission and goals, its performance, and its resources. An institution is accredited when the educational community has verified that its goals are achieved through self-regulation and peer review.

STANDARDS *for Accreditation* *and* REQUIREMENTS *of Affiliation*

THIRTEENTH EDITION



Why Accreditation?



Statement Regarding the Purpose of and Commitment to Accreditation

by the Middle States Commission on Higher Education

The Middle States Commission on Higher Education (MSCHE), through accreditation, mandates that its member institutions meet rigorous and comprehensive standards, which are addressed in the context of the mission of each institution and within the culture of ethical practices and institutional integrity expected of accredited institutions. In meeting the quality standards of MSCHE accreditation, institutions earn accredited status, and this permits them to state with confidence: “Our students are well-served; society is well-served.”

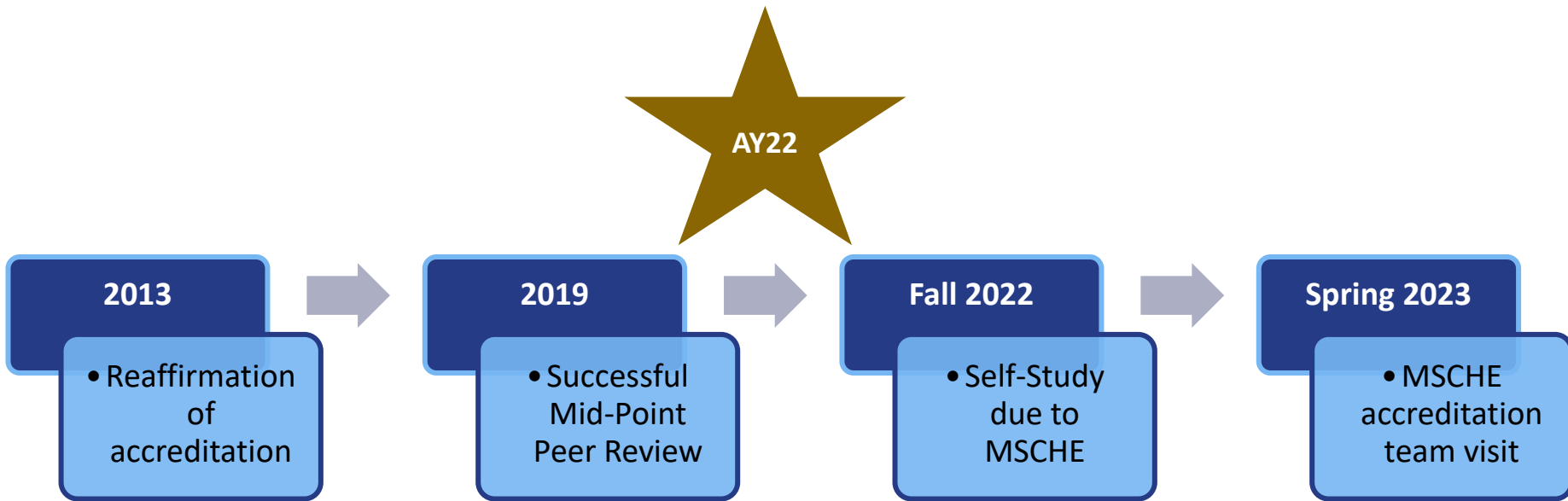
Purpose and Process of Self Study



Self-study requires that institutions engage in an **in depth, comprehensive, and reflective assessment process** to identify and address institutional priorities as well as opportunities for improvement and innovation.

Through this process, the institution must provide evidence and document compliance with the Commission's standards for accreditation, requirements of affiliation, policies and procedures, and federal compliance requirements.

MSCHE Accreditation Timeline for NDU



The Standards

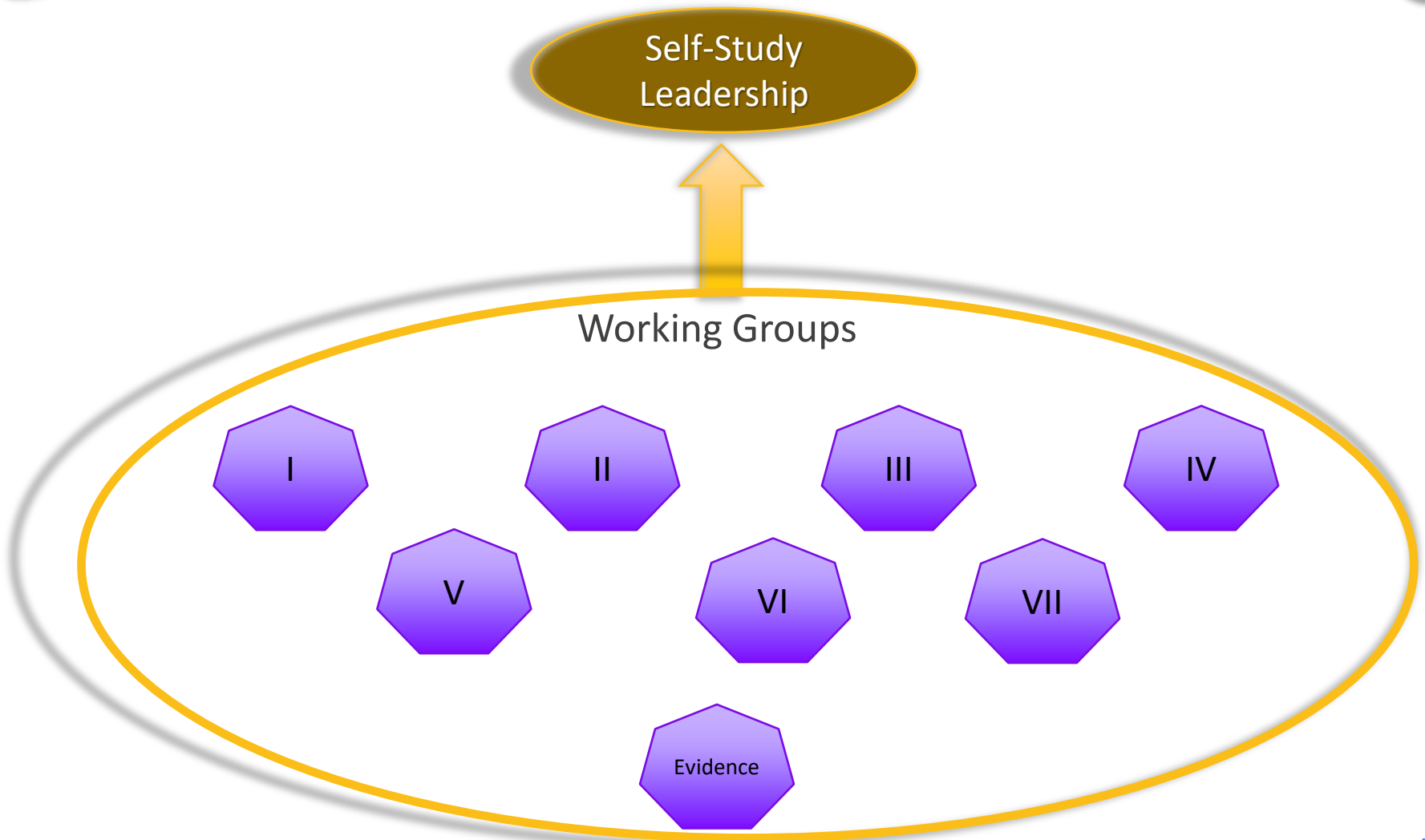


- I - Mission and Goals
- II - Ethics and Integrity
- III - Design and Delivery of the Student Learning Experience
- IV - Support of the Student Experience
- V - Educational Effectiveness Assessment
- VI - Planning, Resources, and Institutional Improvement
- VII - Governance, Leadership, and Administration

Must also address requirements for affiliation.

**a rigorous,
coherent
program**

Team Structure and Organization



Intended Outcomes of the Self-Study



- 1. Demonstrated that NDU meets the Standards for Accreditation and Requirements for Affiliation.**
- 2. Ensured an improved institution.**
- 3. Undertook an inclusive and transparent self-appraisal process.**
- 4. Inspired a culture of collaboration, innovation, and fiscal responsibility.**
- 5. Produced a new strategic plan with metrics and an evaluation plan.**

Overview of Timeline



- Sep-Nov 2020 - MSCHE Self-Study Institute **DONE**
- Nov 2020-Mar 2021 - Identify Institutional Priorities **DONE**
- ~~2021 Board of Visitor meeting - Finalize Institutional Priorities~~
- 1 Apr 2021 - Submit Self-Study Design **DONE**
- Jun 2021 - Working groups begin work on Self-Study **UNDERWAY**
- Oct 2022 - Self-Study submitted to Evaluation Team Chair
- Mar 2023 - Evaluation team site visit
- Jun 2023 - Commission Action

MSCHE Self-Study Timeline



We are here

AY 2022



JUL-OCT 2022

Compile and edit Self-Study

AY 2023



Steps Taken Since Last WG Progress Report



Identified Challenge	MSCHE Standard	Action taken to address challenge
No Strategic Plan, nor approved institutional goals	I, II	NDU Strategic Plan to be finalized in AY 2022 Implementation planning started Components & Colleges beginning strategic planning
Finding evidence of collaborative processes and engagement in decision-making	I, II, VI, VIII	Continuing to identify relevant records and formal minutes. Asking specific individuals for <u>informal</u> evidence - copies of e-mails, informal summaries, etc.
No Board of Visitors	I, VII	BoV now in place!
Many policies not current	ALL	All policies reviewed, will be updated by June 30
Some policies not locatable (in some cases as result of electronic record migrations)	ALL	WGs reaching out to specific individuals in key positions for copies of e-mails, meeting minutes, etc. that support or promulgated policies.

Next Steps



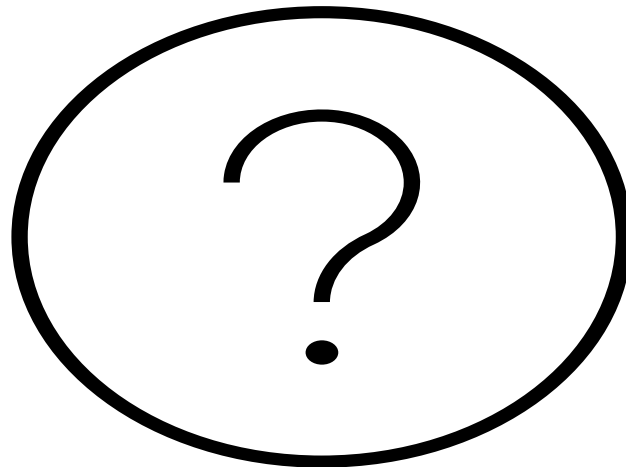
- Current Draft of Self-Study Chapters distributed to Commandants, Chancellors, and Deans for review and comment
 - Request assistance in filling gaps in evidence and documentation
 - Provide feedback on current content of the report chapters
- Student Involvement
 - Sample of students (2 from each College) asked for input on draft chapter for Standard 3
 - Is the program at your College rigorous?
 - Is the program at your College coherent?
 - Comments will shape further inquiry by Standard 3 Working Group

Conclusion



We will complete the Self-Study on time and anticipate a successful visit and reaccreditation

Questions



Back up Slides



MSCHE Standards for Accreditation



I. Mission and Goals

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

II. Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

The Standards



III. Design & Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

IV. Support of the Student Experience

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

The Standards



V. Educational Effectiveness Assessment

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

VI. Planning, Resources, and Institutional Improvement

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

The Standards



VII. Governance, Leadership, and Administration

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

Proposed Institutional Priorities



Academic Mission

Enhance and sustain excellence in student-centered teaching and scholarship.

Teaching and scholarship facilitate the best in student learning and are essential to the core mission of the University and its colleges and components. All other priorities, in the end, must serve this one.

Distinctive Value

Enhance the distinctiveness of NDU as a uniquely valuable part of the overall JPME community.

Develop and sustain a reputation of NDU and of its colleges and components as providing a unique center of teaching, research, and other forms of educational excellence in the joint, interagency, intergovernmental, and multinational environment.

Enriching Culture

Foster a university culture of diversity, inclusiveness, and equity, with shared governance and open communications.

NDU should foster a university-wide culture of excellence, diversity, equity, and inclusion while maintaining and celebrating the distinctive missions of individual NDU components. The university should foster open communication and inclusive collaboration and should encourage and implement bottom-up and horizontally generated change.

Improved Support

Improve institutional support services and processes, including academic technology.

Create integrated solutions and services that support advanced joint education and focus on customer service, collaboration, effectiveness, efficiency, innovation, and fiscal responsibility. Improve processes to ensure efficient staffing and develop consistent standards in determining teaching and non-teaching faculty. Develop new approaches to achieving our mission, fostering innovation by leveraging best practices and technologies in teaching and learning. This requires that we also enhance and sustain academic technology, ensuring that all faculty, staff, and administration have the training and opportunity to apply the technology in the most effective manner possible.

Stable Resources

Drive for continued improvement in resource stability.

Reconcile means and ends at the University with long term planning to lay the foundation for success through a coherent and effective support system. Success metrics include incentives to aid staff and faculty and addressing funding shortfalls for operational building 20 facility maintenance.

Institutional Priorities by MSCHE Standard



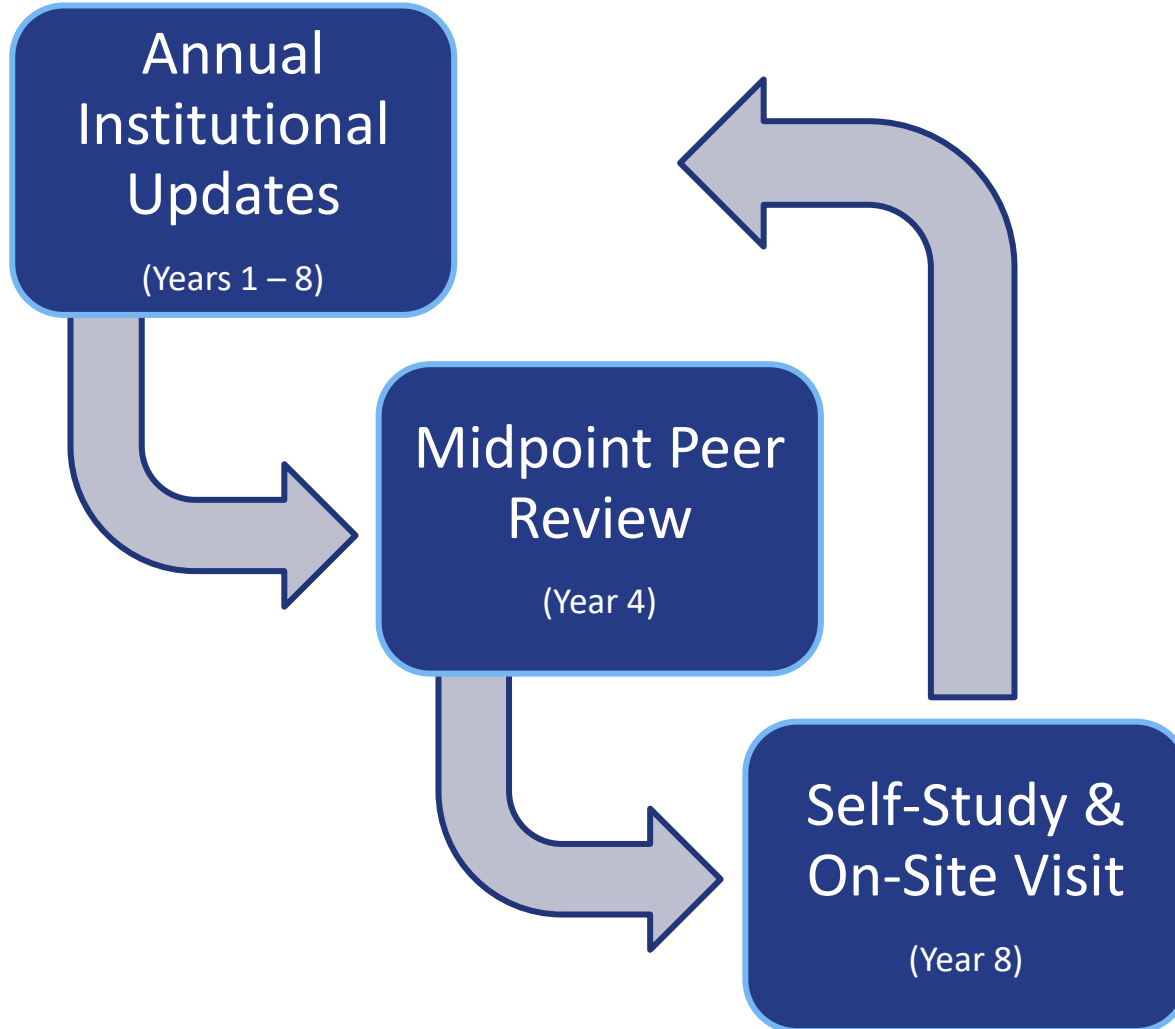
MSCHE Standards	<i>Institutional Priorities</i>				
	Academic Mission	Distinctive Value	Enriching Culture	Improved Support	Stable Resources
I. Mission & Goals	X	X			
II. Ethics & Integrity		X	X		
III. Design & Delivery of the Student Experience	X			X	
IV. Support of the Student Experience	X		X	X	
V. Educational Effectiveness	X			X	
VI. Planning, Resources & Institutional Improvement		X		X	X
VII. Governance, Leadership & Administration		X	X		X

Requirements of Affiliation



Requirement of Affiliation		Demonstrate Compliance in
Requirement 1	Authorization to operate	Standard II
Requirement 2	Institution is operational	Standard II
Requirement 3	Graduates one class before accreditation	Standard II
Requirement 4	Communicated with Commission in English	Standard II
Requirement 5	Compliance with government policies, regulations and requirements	Standard II
Requirement 6	Compliance with Commission policies	Standard II
Requirement 14	Governing board provides accurate information	Standard II
Requirement 7	Mission and goals	Standard I
Requirement 8	Systematic evaluation of all programs	Standards III,IV,V,VI
Requirement 9	Rigor, coherence and assessment	Standards III, V
Requirement 10	Institutional planning	Standards I, III, IV, V, VI
Requirement 11	Financial resources	Standard VI
Requirement 12	Governance structure	Standard VII
Requirement 13	Governing board conflict of interest	Standard VII
Requirement 15	Faculty	Standard III

8-YEAR ACCREDITATION CYCLE



Self-Study Team Members



Name	WG Assignment	Component
Kari Anderson	Standard 4	AA- Library
David Arnold	Standard 2	NWC- Faculty
Thomas Asbery	Standard 6	FED- Staff
Jorge Ascunce	Standard 1	AA- ISMO
<i>Tonya Barbee</i>	Standard 6	COO- Staff
Steven Barry	Standard 5	NWC- Faculty
Jonathan Beasley	Standard 7	CIC- Dean
Joseph Billingsley	Communications Dir	CIC- Staff
Gary Brown	Standard 2	CIC- Dean
Brian Buckles	Standard 5	ES- Faculty
Russell Burgos	Standard 1	CISA- Faculty
Mitchell Butterworth	Standard 2	ES- Faculty
LeSean Carey	Standard 3	CISA- Staff
Elizabeth Carhart	Evidence	ES/IR
Leonor Chavis	Standard 6	ES/IR
Wayne Clark	Standard 2	AA
<i>Brian Collins</i>	Standard 1	ES - Faculty
Charles Davis	Standard 5	JFSC- Faculty
Ross Davis	Standard 6	RMD- Staff
<i>Ilaria De Santis</i>	Standard 2	JFSC- IR
Matthew Dearing	Standard 5	CISA- Faculty
Kathleen Denman	Standard 3	AA- Library
Patrick Donley	Standard 3	NWC- Faculty
Tammy Dreyer-Capo	Standard 3	AA
William Eliason	Standard 3	INSS
Michael Ferguson	Standard 3	AA- CASL
Jamal Fisher	Standard 5	AA- Library
Gregory Frederick	Standard 4	COO- ITD
Robert Garverick	Standard 4	ES- Faculty
<i>Geoffrey Gresh</i>	Standard 3	CISA- Faculty
Teraysha Griffin	Standard 3	CISA- Staff
Steven Hanson	Standard 7	ES- Faculty
Dwain Harrison	Standard 7	JFSC- IR
Kelly Hart	Project Planner	AA/Reg

Name	WG Assignment	Component
David Harvey	Standard 1	CIC- Faculty
Steven Heffington	Standard 1	NWC- Faculty
<i>Trenton Hesslink</i>	Standard 4	NWC- Faculty
Francis Hoffman	Standard 6	INSS
Ryan Jungdahl	Standard 4	AA/IR
Kenneth Kligge	Standard 4	AA/CASL
<i>Jennifer Laski</i>	Evidence	AA/Library
Luke Lischin	Standard 6	NWC- Staff
Nakia Logan	Standard 1	CIC- Staff
Bryce Loidolt	Standard 4	INSS
John Mattox	Standard 3	INSS
John McAfee	Standard 3	ES- Faculty
Gregory McGuire	Standard 1	JFSC- Faculty
B.J. Miller	Leadership	AA
Regina Nairn	Standard 6	COO/ITD
<i>Denise Natali</i>	Standard 7	INSS
John O'Brien	Standard 4	CIC- Faculty
Mariya Omelicheva	Standard 7	NWC- Faculty
Robert Orr	Leadership	NWC
Dorothy Potter	Standard 5	CIC- Faculty
Donna Powers	Standard 6	CIC- Staff
Neil Rahaman	Standard 6	COO/ITD
Laurinda Reifsteck	Standard 7	CISA- Faculty
Jennifer Russell	Evidence	COO
Isabella Saldias	Standard 7	INSS
Joseph Schafer	Standard 3	CIC- Faculty
Shawn Smith	Standard 2	ES- Faculty
Anthony Spinosa	Standard 4	AA/H&F
Joycelyn Stevens	Standard 6	AA/IR
Matthew Thrift	Standard 7	JFSC- Faculty
Michael Warren	Standard 6	COO/HRD
David Wigmore	Standard 2	CISA- Faculty
Harry Wingo	Standard 2	CIC- Faculty
John Yaeger	Leadership	AA

Self-Study Leadership and Working Groups



Self-Study Leadership

- Co-chairs
 - Dr. John Yaeger, VP
 - Dean Jaimie Orr, NWC
- Accreditation Liaison Officer
 - Dr. BJ Miller, AA
- Project Planner
 - Ms. Kelly Hart, AA-Registrar
- Communication Director
 - Mr. Joe Billingsley, CIC
- Steering Committee
 - Std I: Dr. Brian Collins, ES
 - Std II: Dr. Ilaria De Santis, JFSC
 - Std III: Dr. Geoffrey Gresh, CISA
 - Std IV: CAPT Trent Hesslink, NWC
 - Std V: Dr. Stephanie Zedlar, NWC
 - Std VI: Ms. Tonya Barbee, RMD
 - Std VII: Dr. Denise Natali, INSS
 - Evidence: Ms. Jen Laski, Library, JFSC

Working Group Summary

- 8 working groups
 - Seven groups corresponding to the MSCHE standards
 - One group for evidence inventory collection and management
- Broad representation from across the university
 - All five colleges
 - All other components (ISMO, INSS, all AA and COO departments)
 - Military and civilian
 - Faculty and staff
 - 70 total members
- Opportunity for participation by students and BOV

Finding from 2012 Visiting Team



- The Visiting Team supports NDU's plan to continue to refine its system of boards and councils: and to continue its strong emphasis on communication, transparency, clear guidance, effective planning, and efficient prioritization.