



University of Pittsburgh

Re-Accreditation: 2012

Presentation to the Department Chairs
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Accredited by Middle States Commission on Higher Education since 1921

Purpose of Accreditation

- *ensure the quality*
- *promote improvement through peer review*
- *reduce government regulation through self regulation*

Federal grants and loans only available to students at regionally accredited institutions



Process

Decennial Review (Scheduled for 2012)

– *Self-Study*

– *Site visit by team of external peers*

Periodic Review Report (June 2007)

Annual update reports



Timeline

3/18/10: *Meet with Middle States Liaison*

April 2010: *Charge steering committee*

Fall 2010-Spring 2011: *Working Groups convene and develop Self-Study*

Fall 2011: *Institutional review of Self-Study*

Jan. 2012: *Generalist Reviewers*

Spring 2012: *Site visit*



14 Standards for Accreditation

Institutional Context:

- *Mission and Goals*
- *Budget, Planning, and Resources*
- *Leadership/Administration*

Educational Effectiveness:

- *Faculty and Academic Programs*
- *Admission, Retention, Support Services*



14 Standards for Accreditation

Assessment:

- *Institutional Effectiveness*
- *Assessment of Student Learning*



Self-Study

Topic:

Assessment

Working Groups topics:

- *assessing the student experience*
- *assessing institutional effectiveness*
- *demonstrating compliance through document review*



Will Look for Evidence That:

Expected learning outcomes are clearly articulated at every level, and there is appropriate faculty involvement.

Appropriate measures of student learning, including direct evidence, are collected.

Targets/benchmarks are established and appropriately rigorous.

Results shared and used to improve teaching, and to inform planning and budgeting



What we need from you *this year*:

- A complete and thoughtful report on your assessment of student learning outcomes
- A comprehensive list of programmatic changes that have occurred as a result of assessment of student learning



Will Look for Evidence That:

- Institutional leaders support and value a *culture of assessment*.
- Process is *sustainable*.
- Statements of program-level and course-level expected learning outcomes are *available to students*.



Think about for next year:

- How do you communicate to your majors what you expect graduates of your program to have learned?
- Do these expectations line up with the student learning outcomes you are assessing?
- Encourage faculty to put on their syllabi what they expect students to learn in the course.



Bioengineering graduates will have

- a strong foundation in fundamentals of life sciences (biology and physiology), mathematics, engineering principles and the humanities.
- both a broad knowledge of the technical and social principles of bioengineering as well as a focused education in one concentration area within bioengineering.
- be prepared for careers through educational experiences beyond the classroom, which will deepen an understanding of the technical and non-technical issues in bioengineering, process and design.
- required knowledge to meet postgraduate goals in industry, graduate school or medical school.



Economics

A major in economics supports the liberal arts tradition of promoting students' growth in critical thinking and developing an understanding of the world around them,... and a degree in economics provides problem solving and analytical skills, which will be flexible tools applicable in many professions and careers.



English Literature

Literature majors acquire analytical skills, develop their language faculties, experience multitudinous imaginative and historical worlds, test their own ideas and assumptions, and acquire a broad cultural awareness, all while reading great books.



Resources:

- **CIDDE**
- **Website:**
*<http://www.academic.pitt.edu/assessment>
or *Provost*-> *accountability*-> *assessment**
- **Your Dean or Campus Presidents**



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Questions?

