Accountability, Transparency, and Collaboration

Conducting a Self-Study in a Wiki
Advantages of using a wiki

1. Integrated the Self-Study with Strategic Planning and Assessment
2. Created internal and external transparency and accountability
3. Created a central, electronic repository of institutional data
4. Made collaboration easier
1. Planning and Assessment

• Wikis already in use for
  o Strategic Planning documents
  o All academic assessment information

• Self-Study contained links to these pages.

• Transformational Learning theme linked Strategic Planning and Self-Study.
2. Transparency and Accountability

Design phase visible to:
- Campus
- Middle States liaison

Draft phase visible to:
- Campus (can leave comments)
- Middle States liaison
- Visiting team chair
Transparency and Accountability

Final Report visible to:
  - Campus
  - Middle States liaison
  - Visiting team
  - General public
3. Evidence

Self-study text contains links to supporting documents.

Two potential problems

1. assure links remain stable
2. make evidence easy to add, accessible, searchable
Evidence Space

Separate wiki page

- serves as a virtual evidence room for documentation of compliance
- lists all evidence
- Each item links to a brief description of the evidence.
Evidence

- Can Search evidence by
  - naming conventions
  - self-study chapter
  - research question
  - standard or element

- Pages also link to evidence with multiple files in folders on College server, such as
  - course syllabi
  - annual reports
This is the home of the Middle States Evidence space. This page provides a complete manifest of all the evidence associated with the 2011 Middle States Accreditation process.

- **Guidelines for Naming Middle States Evidence** provides help on naming the evidence pages and associated documents and links.
- **Adding Evidence** provides the steps needed to add a new evidence page.
- **Using the Evidence Space** provides guidance on navigating this space and searching for specific categories of evidence.
- **Middle States Standards and Elements** is drawn from *Characteristics of Excellence* and assigns a letter to each element of the 14 Middle States standards. In the Evidence Space, elements are identified using this scheme. (For example, the third element under standard 3 is identified as "3c".)
- This list of research questions is the basis of the "Questions" column in the table below. The questions were developed as part of the Design for the Self-Study.

**Tip:** To search for an item of evidence associated with a unique piece of meta data (e.g., standard 1, element 2b...), enter the meta data into the search bar.
<table>
<thead>
<tr>
<th>Chapters</th>
<th>Questions</th>
<th>Standards</th>
<th>Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Affairs Committee (Student Association) Page</td>
<td>5, 1.1,</td>
<td>4,</td>
<td>4a, 4b, 4c,</td>
</tr>
<tr>
<td>Academic Program Learning Outcomes and Assessment Reports</td>
<td>2, 3, 6,</td>
<td>8, 11, 14,</td>
<td>8e, 11a, 11c,</td>
</tr>
<tr>
<td>Academic Programs</td>
<td>2, 3, 4,</td>
<td>8, 11,</td>
<td>8d, 11a, 11b</td>
</tr>
<tr>
<td>Academic programs and placement testing</td>
<td>3, 3.1,</td>
<td>6,</td>
<td>8d,</td>
</tr>
<tr>
<td>Adirondack Program</td>
<td>3, 3.2,</td>
<td>9,</td>
<td>9c,</td>
</tr>
<tr>
<td>Admissions office 2011 year end report</td>
<td>3, 3.1, 3.4,</td>
<td>6, 8,</td>
<td>6r, 8a, 8b,</td>
</tr>
</tbody>
</table>
Academic Programs

Chapters 2, 3,
Questions 3, 4,
Standards 8, 11,
Elements 8d, 11a, 11b
Date-Cited 11/30/2011

Comprehensive information about academic programs found here:

- Majors, Minors and Degree Programs: [http://www.geneseo.edu/admissions/majors_minors_degree_programs](http://www.geneseo.edu/admissions/majors_minors_degree_programs)
- [Inventory of Registered Academic Programs](http://www.geneseo.edu/admissions/majors_minors_degree_programs)

See also
- [College Bulletin](http://www.geneseo.edu/admissions/majors_minors_degree_programs)
Evidence

Committee headed by librarian checked accuracy and consistency of

- macro values
- page titles/keywords
- descriptions

on every evidence page
4. Collaboration

• Committee and working group members collaborated on common pages.
• Pages were available to members of other working groups.
• Steering committee made revisions in meetings.
• Self-study draft was available for comments by members of wider campus community.
Middle States Self-Study

SUNY Geneseo has begun a comprehensive institutional self-study as part its application for a ten-year reaccreditation by the Middle States Commission on Higher Education. The process begins with an extensive self-examination of virtually all areas and procedures of the College and culminates with a site visit by a team of external reviewers in 2011-12.

From the MSCHE website:

The Middle States Commission on Higher Education is the unit of the Middle States Association of Colleges and Schools that accredits degree-granting colleges and universities in the Middle States region, which includes Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, the U.S. Virgin Islands, and several locations internationally. The Commission is a voluntary, non-governmental, membership association that defines, maintains, and promotes educational excellence across institutions with diverse missions, student populations, and...
SUNY Geneseo Middle States Self-Study Design

This is the main page for the Self-Study Design. All pages related to the Self-Study Design are progeny (children, grandchildren, etc.) of this page.

To find the page you're looking for, use the numbered list of Self-Study Design Pages below.

- You'll find the the numbered list of Self-Study Design Pages on every page of the self-study design.

Self-Study Design Pages

1. Nature and Scope and Intended Outcomes of the Self-Study
2. Organizational Structure of the Steering Committee and Working Groups
3. Charges to the Working Groups and Guidelines for Their Reports
4. Inventory of Support Documents
5. The Organization of the Self-Study Report
6. Editorial Style and Format of All Reports
7. Timetable for the Self-Study and Evaluation
8. Profile of the Visiting Evaluation Team

We've been approved!

Read the letter from our campus liaison, and Middle States Vice President, Ellie Fogarty approving Geneseo's self-study design.
Research questions

Parenthetical references following each question refer to standards and elements as labeled in this copy of MSCHE’s Characteristics of Excellence. When reading the questions below, you can click on the underlined chapter titles to read more detailed "component" questions for each planned chapter of the self-study.

Chapter 1: Mission and Planning

- Standard 1 - Mission and Goals
- Standard 2 - Planning, Resource Allocation, Institutional Renewal
- Standard 3 - Institutional Resources

1. To what extent have changes that have occurred over the past decade been consistent with the college's mission? Examples of these changes include: The great increase in the number of students studying abroad, the increase in the use of technology for educational delivery, the growing diversity of the student population, the increase in importance of student research in the curriculum, and the overall desire by the college to focus on transformation learning? (1-A,B)

2. What are the major planning processes at the institution, how well do they support the college's goal of transformational learning especially in the face of budgetary constraints, and how well are they understood by the college community? (2-A,B,E)

3. What resources has the college invested in furtherance of its aspiration of transformational learning? (3-C,F,G)

4. How does the college's mission statement reflect the college community's shared values, aspiration, and goals? (1-A,C)
Outline of the self-study report

Executive Summary (One to five pages)
1. Findings/recommendations on the self-study theme - transformational learning
2. Findings/recommendations on the other standards grouped by chapter

Introduction (~ten pages)
1. Overview of the institution (~five pages)
2. Context in which the study is being done (~five pages) (expanded from Page 1 of Self-Study Design)
   a. transformation learning
   b. budget crisis
   c. renewal of the planning process

Chapter 1 - Mission and Planning (~ten pages)
- Standard 1 - Mission and Goals
- Standard 2 - Planning, Resource Allocation, and Institutional Renewal
- Standard 3 - Institutional Resources

This chapter will examine the extent to which planning and resources are aligned with the college mission, especially its emerging focus on transformational learning.

Chapter 2 - Student Learning and Development (~15 pages)
- Standard 11 - Educational Offerings
- Standard 12 - General Education
- Standard 13 - Related Educational Activities

Chapters 2 and 3 (Student Success) form the nucleus of our study of transformational learning at Geneseo. The relationships among the curriculum, the core curriculum, and the learning environment are especially important for this...
## Working groups

Each of the six working groups is responsible for one chapter in the self-study, each of which covers two or three standards (see the table below).

<table>
<thead>
<tr>
<th>Chapters</th>
<th>Standards</th>
<th>Co-chairs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission and Planning</td>
<td>Mission and Goals</td>
<td>Gary Towsley</td>
</tr>
<tr>
<td>1</td>
<td>Planning, Resource Allocation, and Institutional Renewal</td>
<td>Ruel McKnight</td>
</tr>
<tr>
<td>3</td>
<td>Institutional Resources</td>
<td></td>
</tr>
<tr>
<td>Student Learning and Development</td>
<td>Educational Offerings</td>
<td>Celia Easton</td>
</tr>
<tr>
<td>11</td>
<td>General Education</td>
<td>Doug Baldwin</td>
</tr>
<tr>
<td>12</td>
<td>Related Educational Activities</td>
<td></td>
</tr>
<tr>
<td>Student Success</td>
<td>Student Admissions and Retention</td>
<td>Kerry McKeever</td>
</tr>
<tr>
<td>8</td>
<td>Student Support Services</td>
<td>Kris Shay</td>
</tr>
<tr>
<td>9</td>
<td>Integrity</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Evidence**
- Main Evidence Page
- Department Annual Reports
- IR Survey Data
- Program Review

**Reference**
- Comparison of Standards and Questions
- Inventory of Support Documents
Editorial Style and Format of All Reports

As you help to draft the Middle States Self-Study, please follow these style and formatting guidelines:

⚠️ Have a style or formatting question? Use Add Comment on this page. Have a suggestion for this page? Go here.

⚠️ Important!
- **Never** format text using the tab key or the space bar on your keyboard. If you need to align text, create a table. If you need to divide a page or portion of a page into columns, use the column macro.
- **Never** copy-paste content directly into the wiki editor from a Word document unless it’s a plain text (.txt) document. Use Tools > Import Word document to bring an entire Word document into a wiki page. (This will overwrite the page’s current content.)
- If editing in the rich text editor, hit the space bar only once at the end of a sentence.
- You should put a watch on this page (Tools > Watch) so that you’re notified whenever new information is added.

Contents of this page
- Abbreviations and acronyms
- Capitalization
- Core
- Course numbers and titles
- Dates and times
- Fonts
- Headings
- Links
- Lists

Self-Study Design Pages
1. Nature and Scope and Intended Outcomes of the Self-Study
2. Organizational Structure of the Steering Committee and Working Groups
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5. The Organization of the Self-Study Report
6. Editorial Style and Format of All Reports
7. Timetable for the Self-Study and Evaluation
8. Profile of the Visiting Evaluation Team
Dates and times

- For calendar dates, use month-date-year format, spelling out the month in full. **January 12, 2009.**
- For time of day, use hh:mm format, followed by a space and "a.m." or "p.m." (with periods). **10:00 a.m.**
- Refer to the second half of the academic year with only the last two digits of the year. **2009-10.**
- No comma between month and year: **January 2010**
- When referring to a period of years or duration of time, pair "from" with "to" and "between" with "and."
  
  Don't write "Between 2009 - 2011," "From 1998 - 1999," or "From 9:00 a.m. - 11:00 a.m."
  Instead, write "Between 2009 and 2011" or "From 1998 to 1999." Write "From 9:00 a.m. to 11:00 a.m."

- 1980s, 1990s, etc. (no apostrophe)
- See also #Numbers.

Fonts

- No colors! Seriously, use colored type sparingly, and only for clarity (for example, in a chart). Never use colored type for emphasis.

Headings

- Use structural markup for headings. In other words, create a heading using the "Paragraph" dropdown (rich text editor) or "h1." - "h5." (wiki markup editor). Using structural markup ensures that headings will be preserved when content is exported into other media. It also makes it possible to generate a quick table of contents for a page. (See, for example, the top of this page.) Use headings 2-5 only, since heading 1 will be reserved for chapter titles. Do not head sections of a page using ordinary paragraph-level text formatted in bold, italic, or a colored font.

- Capitalize only the first word in a heading unless the heading incorporates a title (e.g., "Office of the President"). See the heading "Dates and times" above, for example. By contrast, do capitalize the first letter of a new paragraph when it begins with an abbreviation (e.g., "FY 2009-10" when discussing the fiscal year).
Spring 2010 self-study design timeline

- All research questions should be formulated
  Feb 10, 2010

- Revise and integrate research questions
  Mar 3, 2010

- Cabinet and SPG review of draft research questions
  Mar 11, 2010 – Mar 12, 2010

- Draft of self-study design to liaison
  Mar 22, 2010

- Prepare for liaison visit
  Mar 31, 2010

- Liaison visit
  Apr 5, 2010

- Set up working groups
  Apr 7, 2010 – May 5, 2010

- First meeting - work on research questions
  Jan 27, 2010
1. Mission and Planning

Before contributing to this page or its children, be sure to familiarize yourself with the style and formatting conventions that we'll be following for the self-study report. Take care, in particular, to follow these rules:

- Never format text using the tab key or the space bar on your keyboard. If you need to align text, create a table. If you need to divide a page or portion of a page into columns, use the column macro.
- If editing in the rich text editor, hit the space bar only once at the end of a sentence.

11 Child Pages

- ABSTRACT - Chapter 1 - Mission and Planning
- DRAFT - Chapter 1 - Mission and Planning
- DRAFT - Part I (Mission & Goals)
- DRAFT - Part II (Planning, Resource Allocation, and Institutional Renewal)
- Meeting Minutes
- Outline (Standard 1)
- Outline (Standard 2)
- Questions and Evidence for Mission and Planning
Getting started

To modify a page, click the Edit tab. You can edit in Wiki Markup, using a simple set of formatting conventions that will appear to the right of your window, or in Rich Text, using MS Word-like formatting buttons in a toolbar.

The best way to practice using the wiki is click on your name at the top of the page (beside the Search box). This will take you to your Personal Space in the wiki (or offer you the opportunity to create one). In your Personal Space, you can create, edit, and delete pages; attach files; blog in the News area; and do everything else that you can do here. You can also set permissions in your Personal Space by going there and clicking Browse Space > Space Admin. From the administration page you can determine who can see the pages in your space. You can make some pages visible to anyone on the web and others visible only to specific individuals. You can also set permissions for editing.

Finding your way around

Wiki spaces are structured hierarchically. Each page can have an unlimited number of "child" pages. Child pages can have their own children. You can locate yourself in the hierarchy by looking at the "breadcrumbs" at the top of the window. You can see the entire space structure by going to Browse Space > Pages or by consulting the expandable Table of Contents on the left side of every page. (Click the "+" sign next to a page in the TOC to display its children.) You can see a list of children for the page you're on by clicking View Children at the bottom of the page.

You can use the Search function to search for page names, content, or labels. Labelling pages that you create helps other users find the content they're looking for. Add labels to a page in "Edit" view by clicking the world "Edit" next to the word "Labels."
Meeting Notes

Added by Paul J Schacht, last edited by Paul J Schacht on Nov 28, 2011 (view change) show comment

- 2010-1-13
- 2010-1-27
- 2010-2-3
- 2010-2-10
- 2010-2-17
- 2010-3-3
- 2010-3-10
- 2010-3-24
- 2010-3-30
- 2010-3-31
- 2010-4-5
- 2010-4-14
- 2010-8-24
- 2010-9-15
- 2010-9-29
- 2010-10-13
- 2010-10-27
- 2011-1-19
- 2011-2-2
- 2011-2-16
- 2011-3-2
- 2011-3-23
- 2011-4-27
- 2011-6-1
- 2011-8-24
SUNY Geneseo 2012 Middle States Self-Study

- Executive Summary
- Preface
- 1 - Mission and Planning
- 2 - Student Learning and Development
- 3 - Student Success
- 4 - Resources
- 5 - Leadership and Governance
- 6 - Institutional Effectiveness
- Conclusion
- Evidence Space
- Middle States Standards and Elements
- Contributors

You can download a version in pdf to read or print.

At its session on June 28, 2012, the Middle States Commission on Higher Education acted "To reaffirm [SUNY Geneseo's] accreditation and to commend the institution for the quality of the self-study process." Read the visiting team's complete report.

Important Note on Navigation

By default, links will open in the current window, not a new one. If you'd like to open a link in a new window or new tab, please right-click (laptop: control-click) on the link and choose one of those options. In most cases, the best way to return to a previously viewed page is simply to use the back button.
1 - Mission and Planning

We'd like to hear from you!

Please respond to the content of this chapter by selecting Add > Comment above, or by replying to an existing comment. Comments will remain visible to the Middle States visiting team.

Summary
Geneseo's mission, values, and goals have brought the institution to the threshold of a profound transformation.

Introduction

For Geneseo, this is a moment of trial. In response to significant state budget cuts, the college has resolved to strengthen rather than reduce its commitment to undergraduate liberal education of the highest quality. It is well positioned to do so because its mission, planning goals, and values already orient it towards the kinds of teaching and learning most likely to transform students' lives; because this orientation is shared throughout the institution; and because the institution has processes in place to advance its mission and values through strategic decision-making informed by continuous measurement of institutional effectiveness.
number of specific "high-impact" educational experiences that connect theory to practice, such as undergraduate research and service learning.

It is precisely by re-focusing its institutional energies on the delivery of high-impact, transformational learning that Geneseo will turn the present moment of budgetary crisis into a moment of re-invention and renewal. To repeat, Geneseo's current mission, values, and goals — adopted over a decade ago, in 2000-01, through campus-wide consultation — already orient the college's activity towards providing a life-changing educational experience, one that will "develop socially responsible citizens with skills and values important to the pursuit of an enriched life and success in the world." The challenge for Geneseo is not to undertake a radical revision of educational philosophy or practice, but to realize its present vision more completely and with greater intelligence.

Mission and values statement

Mission

SUNY Geneseo, nationally recognized as a center of excellence in undergraduate education, is a public liberal arts college with selected professional and master's level programs. It combines a rigorous curriculum and a rich co-curricular life to create a learning-centered environment. The entire college community works together to develop socially responsible citizens with skills and values important to the pursuit of an enriched life and success in the world.

Geneseo values . . .

- **Excellence**, and upholds high standards for intellectual inquiry and scholarly achievement
- **Innovation**, and affirms a spirit of exploration that fosters continued excellence
- **Community**, and embraces the educational aspirations and interests that its members share
- **Diversity**, and recognizes the unique contributions of each individual to the campus community
- **Integrity**, and respects and promotes the development of ethical citizens
- **Service to Society**, and models the qualities it seeks to develop in its students
In spring 2009, the college launched an initiative named Six Big Ideas. Although, as the name suggests, the initiative comprises six different actions designed to move Geneseo forward in a time of severe budgetary stress, the keynote idea is the first: Bringing Theory to Practice. The Association of American Colleges and Universities, to which Geneseo owes this idea, sees "bringing theory to practice" as a means to promote "engaged forms of learning that actively involve students both within and beyond the classroom" and that thereby "directly contribute to their cognitive, emotional, and civic development". AAC&U has highlighted a number of specific high-impact educational experiences that connect theory to practice, such as undergraduate research and service learning.

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Geneseo values...
High-Impact Educational Practices

A Brief Overview


Chart of High-Impact Practices (pdf)

High-Impact Educational Practices: A Brief Overview

The following teaching and learning practices have been widely tested and have shown to be beneficial for college students from many backgrounds. These practices take many different forms, depending on learner characteristics and on institutional priorities and contexts.

On many campuses, assessment of student involvement in active learning practices such as these has made it possible to assess the practices’ contribution to students’ cumulative learning. However, on almost all campuses, utilization of active learning practices is unsystematic, to the detriment of student learning. Presented below are brief descriptions of high-impact practices that educational research suggests increase rates of student retention and student engagement.

The rest of this publication will explore in more detail why these types of practices...
The above mission, values, and goals reflect the Geneseo community's shared aspirations. They are publicized prominently and pervasively within and outside the college. Over the past decade, they have served as first principles governing all activity at the college, informing present practice and justifying projected changes. They are consistent with the aims of the Council of Public Liberal Arts Colleges (COPLAC), of which Geneseo is a long-time member, of private institutions considered aspirational peers; and of the higher education community in general.

Here are some facts that illustrate the pervasiveness and prominence of the college's mission, values, and goals:

- The college displays its statement of mission, values, and goals on its website, includes it in admissions brochures (as well those distributed to faculty, staff, employment candidates, and alumni), and incorporates it in the front matter of the Undergraduate Bulletin.

- The college's mission statement is echoed in the mission statements of campus units. For example, the Teaching and Learning Center seeks "...to reinforce the importance of teaching excellence as a fundamental responsibility of a public university"; Milne Library's mission is "to support the college as a center of excellence in undergraduate education"; the Office of Sponsored Research mission aims "to support, promote, and develop the research and scholarly activities...in accordance with Geneseo's institutional mission"; and the Division of Student and Campus Life seeks to advance the mission of the college through programs and services that "facilitate the overall development of each student, and enhance the sense of community at the college."

- During the present state and national budget crises, President Dahl has repeatedly turned to Geneseo's mission, values, and goals to remind the college how it has met and continues to meet challenges beyond its control. Closing his August 2010 convocation speech (ftp://www.geneseo.edu/webfm_send/2964), for example, the president noted that Geneseo will weather such challenges by continuing to "keep the mission and the long-term interests of the college in mind and measure our decisions against Geneseo's fundamental values."
Anne Frances Eisenberg

I would suggest providing a bit more discussion and information in the section on diversity. While this is anecdotal - I am quite struck by the number of incoming minority and international students enrolled in my gen ed classes. I would say that there has been a significant increase in the past 3 years in particular. I would imagine that students who are currently juniors or seniors would comment on it as well.

Edward D Beary

1. Edit comment - Last paragraph before conclusions - "the they" change to "they"

2. I am not sure what you are trying to say here. Are you defining each of the bold points, adding something to the definition of each. The word "and" in each line does not make sense to me.

   - Excellence, and upholds high standards for intellectual inquiry and scholarly achievement
   - Innovation, and affirms a spirit of exploration that fosters continued excellence
   - Community, and embraces the educational aspirations and interests that its members share
   - Diversity, and respects the unique contributions of each individual to the campus community
   - Integrity, and promotes the development of ethical citizens
   - Service to Society, and models the qualities it seeks to develop in its students
   - Tradition, and celebrates its long history of collaborative, learning centered education.

3. Does the following statement mean you have left out data which must be added to the stats above this line or has the data been included and someone forgot to take the line out? In this part there seems to be a lot of faculty stats but not much on staff - otherwise. Does this Middle States thing have any interest in non-faculty/student related information?