

Rochester Institute of Technology
Self-Study Design Plan
Presented to

Middle States Commission on Higher Education

June 3, 2015

Institutional Overview

As one of the world's leading technological institutions, Rochester Institute of Technology (RIT) is a vibrant, connected community that is home to approximately 18,000 diverse, ambitious, and creative students representing all 50 states and more than 100 countries. RIT offers a wide array of academic programs; a diverse, committed, and accessible faculty; sophisticated facilities; and a strong emphasis on experiential learning.

RIT is guided by the following vision and mission, which was approved in November 2014 by the Board of Trustees as part of RIT's Strategic Plan entitled "Greatness Through Difference (2015-2025):"

Mission: Through a unique blend of curricular, experiential, and research programs delivered within a student-centric culture, RIT prepares its students for successful careers in a global society.

Vision: RIT will be a great world university whose academic portfolio, research agenda, and educational model align with the shifting needs of a complex planet.

RIT is internationally recognized as a leader in engineering and technology, business, computing, imaging, the visual arts, science, and health sciences, and as the home of the National Technical Institute for the Deaf (NTID). RIT offers more than 200 academic programs across nine colleges and two degree-granting units: <http://www.rit.edu/colleges.html>. Recognized by US News & World Report as a top regional northern university for the past 30 years, RIT is ranked in the top ten schools nationally for cooperative education and internships. Numerous RIT academic programs have been acknowledged for excellence by leading college guides, industries, and internationally respected publications: <http://www.rit.edu/overview/rankings-and-recognition>. Given the increase in the number of doctoral degrees awarded by RIT's seven doctoral programs, it is anticipated that RIT will move from its current basic Carnegie Classification of Master's/L: Master's Colleges and Universities (larger programs) to one of the classifications for doctorate granting universities. The *Chronicle of Higher Education* also recognized RIT in the "Great Colleges to Work For" Program in 2008, 2009, 2011 and 2012.

As a world leader in experiential education, RIT's cooperative education program is the fourth oldest and one of the largest programs in the world. More than 4,100 students annually participate in more than 6,100 cooperative education (co-op) assignments across the United States and overseas. These programs are generally full-time, paid work experiences directly related to students' courses of study and career interests. Additionally, students participate in internships, research opportunities, and study abroad experiences.

RIT is committed to a diverse student body and inclusive campus community. We are expanding opportunities for global education, international connections, work experience and cultural exchanges. The University has an established history of global education, offering undergraduate and graduate degree programs in Dubrovnik and Zagreb in Croatia and Pristina, Kosovo since 1997 and 2003, respectively. In 2008, RIT established a location in Dubai in partnership with the United Arab Emirates Ministry of Higher Education and Scientific Research (MOHESR). In addition to these international venues, students may also choose from over 400 programs in 50 countries for their study abroad experience, either directly through RIT programming or through our partner institutions.

I. Model for Self-Study

RIT has chosen to adopt the **comprehensive** self-study review model. This is a requirement for the fifteen institutions invited to participate in the Collaborative Implementation Project. RIT recently adopted a new, ambitious strategic plan, and the comprehensive self-study model will allow us to be intentional about using that plan as a lens through which we will conduct our rigorous, comprehensive review. In particular, we will use the institution's strategic plan priorities developed by a representative group of students, faculty, and staff and endorsed by the governance groups and the Board of Trustees, to guide us as we formulate our "research questions" for the working groups.

RIT's new Strategic Plan, "Greatness through Difference (2015-2025)" was built on the foundations of RIT's current strengths and intentional aspirations, and so using it as a backdrop to the Self-Study will allow us to not only concentrate on RIT's strategic priorities, but also to identify gaps that may exist in the University's readiness to implement these priorities as well as concrete ways that the University can pursue continuous improvement in these key areas. The results of the Working Group reports will then provide RIT with tangible steps to be taken in order to meet the goals that it has set in the Strategic Plan. For these reasons, and many more, the comprehensive model of self-study will serve RIT well at this particular juncture of its history.

II. Intended Outcomes of the Self-Study

RIT has been invited to participate in the Middle States Collaborative Implementation Project (CIP) in which we will "pilot" seven new standards of accreditation. Therefore, our primary intended outcome of the Self-Study is to demonstrate compliance with the new standards. We are also guided in this regard by RIT's new Strategic Plan. While it would be unwieldy to focus on the entire Strategic Plan, which consists of five dimensions, 33 difference makers and 117 objectives, we have chosen to focus on those designated as institutional priorities including: **Dimension I: Career Education and Student Success; Dimension III: Leveraging Difference; and Dimension IV: Affordability, Value, and Return on Investment.**

Given these considerations, the intended outcomes for our Self-Study are as follows:

1. Demonstrate how RIT meets the new MSCHE accreditation standards.
2. Capitalize on overlapping efforts of RIT's new Strategic Plan and MSCHE Self-Study to advance RIT's strategic priorities, identify gaps in the University's readiness to implement such priorities and recommend opportunities to achieve institutional mission and goals.
3. Review RIT's outcomes-based institutional assessment practices and make recommendations to expand or refine institutional assessment practices to guide planning, resource allocation, and institutional improvement.

III. Organizational Structure

The Middle States Commission on Higher Education (MSCHE) decennial evaluation team is organized into a Steering Committee of 16 individuals that represents an excellent cross-section of the campus community including students, faculty, and staff. The co-chairs and Steering Committee were invited to participate by President William Destler. Ms. Karen Barrows, the Secretary for the Institute and Chief of Staff to the President, will serve as a direct liaison to the President's Office, and Dr. Christine Licata, Senior Associate Provost, serves as RIT's Accreditation Liaison Officer for MSCHE. The two co-chairs of the decennial evaluation review process are Drs. Anne Wahl, Assistant Provost for Assessment and Accreditation, and Michael Laver, Associate Professor of History, College of Liberal Arts and current Chair of RIT's Academic Senate. The lists below depict the membership of the Steering Committee as well as the organizational hierarchy of the decennial evaluation re-accreditation process. Please note that in addition to the Document Roadmap that every institution is required to use, we thought it necessary and wise to make use of the tremendous amount of institutional memory and individual expertise of those campus members not formally included in the Steering Committee or the Working Groups in what we are calling an "RIT People Library." These are individuals that will serve as resources for the Working Groups as they pursue their research and write their reports.

Self-Study Steering Committee

Karen Barrows '04	Secretary to the Institute, and Chief of Staff, Office of the President
Bob Finnerty '07	Chief Communications Officer, University News
Joan Graham	Assistant Vice President, Institutional Research and Policy Studies
Paula Grcevic	Professor, National Technical Institute for the Deaf
Clyde Hull	Associate Professor, Saunders College of Business
Bridget Hurley	Student Government Representative
Sandra Johnson	Senior Vice President for Student Affairs
Michael Laver	Associate Professor, College of Liberal Arts, Co-chair
Christine Licata	Senior Associate Provost, Academic Affairs
Ed Lincoln '79	Assistant Vice President, Enrollment Management & Career Services
Kevin McDonald	Vice President/Associate Provost for Diversity & Inclusion, Office of the President
Yin Pan	Associate Professor, Golisano College of Computing and Information Sciences
Austin Sierra	Student Government Representative
Thomas Smith	Professor, School of Chemistry & Materials Science, College of Science
Kim Sowers	Director, ITS Project Management Office
Greg Van Laeken '08	Business Manager & Analyst for Global Programs
Kim E. VanGelder '86	Board of Trustees Member, Chief Information Officer and Vice President, Eastman Kodak Company, '86 BS Mathematics
Anne Wahl	Assistant Provost for Assessment & Accreditation, Co-chair

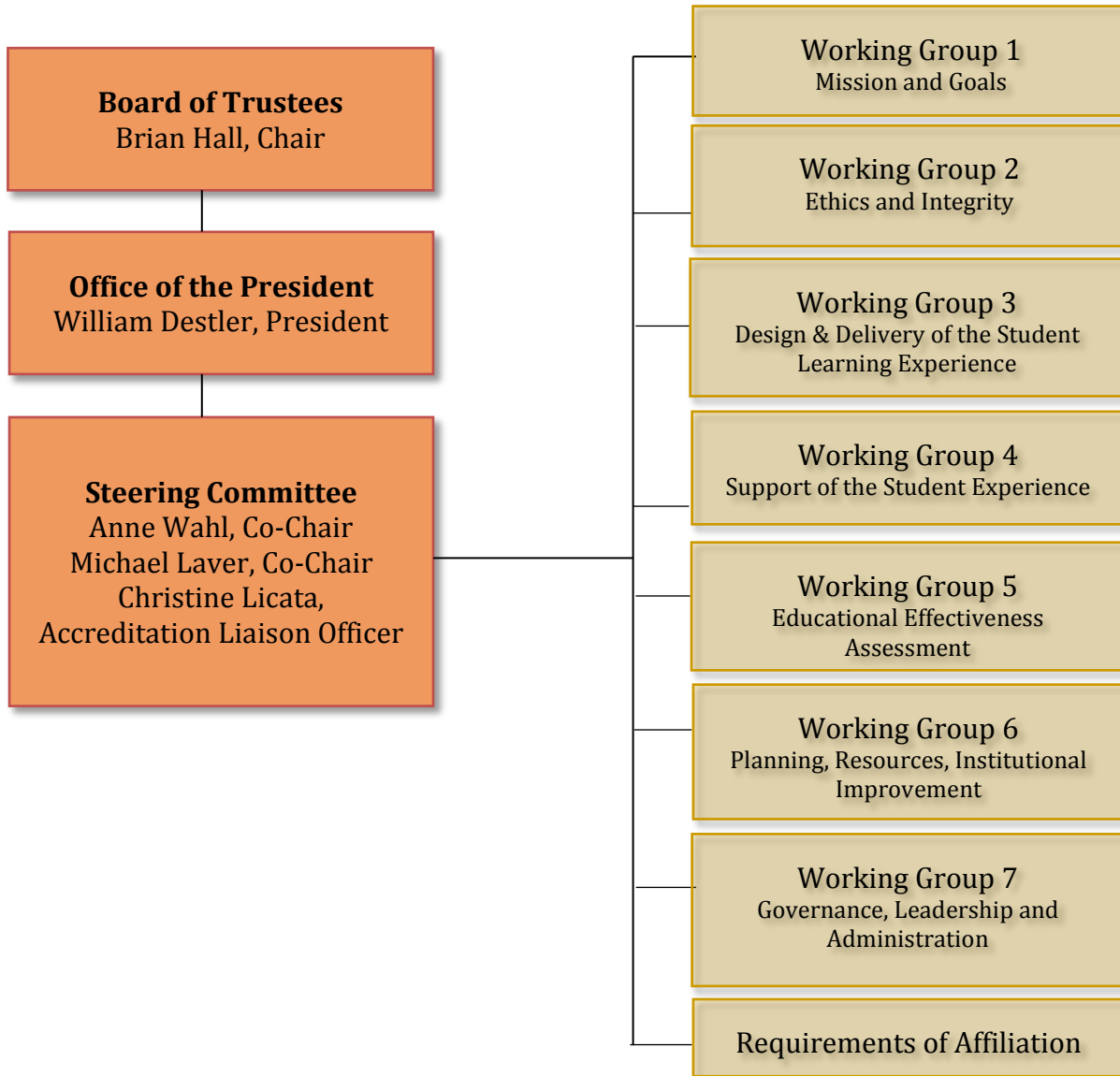
Working Groups

In support of the Steering Committee, we have formed one Working Group for each of the seven standards. We have also formed an additional Working Group that will work exclusively on the Requirements of Affiliation. Each member of the Working Groups was formally invited to participate by the co-chairs. As with the Steering Committee, we were intentional about including a good balance of faculty and staff from diverse functions and backgrounds, including gender, race, and level of seniority. Each Working Group has a designated chair and a liaison from the Steering Committee who will facilitate efficiency of communication.

The membership of each Working Group is provided in the Standard Working Group charge in Section V.

Organizational Structure

The following visual representation is RIT's organizational structure for the Self-Study:



IV. General Charge to the Working Groups

All Working Group charges follow the same format and include the general charge below. Each Working Group also includes its own specific membership list and research questions as formulated by the Steering Committee. Individual Working Group charges follow the general charge.

Working Group Charge: *Standard Name*

The Working Group will engage in a process of open inquiry related to the Standard to develop a report for RIT's Self-Study as part of the MSCHE Decennial Evaluation process. The Working Group will focus on analyzing documents and reviewing institutional processes and procedures to determine first and foremost if the Standard is met. The Working Groups will also, through the research questions, advance the priorities in RIT's new Strategic Plan, identify institutional strengths, and make recommendations for improvement. To assist the Working Group, the Self-Study Steering Committee will provide a timeline, guidelines, and the report template.

Each Working Group has a designated chair that coordinates the work to complete the section of the Self-Study report. At least one Steering Committee member is available to each Working Group as a *Standard Liaison*. This design will enhance communication and provide direct support in the form of guidance and information to the Working Group. The Working Group can outreach and work with other Working Groups and Steering Committee members as well as individuals, groups, and committees identified in our *People Library* (see Documentation Roadmap) as appropriate and needed. The Working Group members, Chair, and Standard Liaison are identified in the chart below.

Each Working Group will use the Documentation Roadmap as primary source material to support its inquiry and analysis. The roadmap includes the Standard criteria and serves as an annotated inventory of reports, assessment and planning data, enrollment and financial information, policies and procedures, and other resources that the Working Groups will use. The Working Group will identify any perceived gaps in the inventory and gather additional documents as they complete their work.

Working Group Standard 1: Mission and Goals

Membership

Sharon Lonchair	<i>Chair of Working Group/</i> Managing Director/Development and Alumni Relations
Callie Babbitt	Assistant Professor, Golisano Institute for Sustainability
Marc Goldman	Associate Director, Residential Education, Student Affairs
Elizabeth Perry	Associate Professor, Biomedical Sciences/College of Health Sciences & Technology
Phillippa Powers	Senior Director, Academic Support Center, Student Affairs
Meredith Smith	Associate Vice President Government, and Community Relations
David Wick	Director, Assessment & Research Management, Office of Diversity and Inclusion
Edward Lincoln	<i>Standard Liaison, Steering Committee /</i> Assistant Vice President, Enrollment Management and Career Services

Research Questions

The Working Group will review, gather, summarize, and analyze key sources of relevant documentation and institutional processes and procedures (as provided in the Documentation Roadmap) to determine if RIT meets Standard 1 and to support the conclusions of the Self-Study. Consideration should also be given to evidence from RIT's global locations. Each group is expected, as part of their research, to make recommendations for continuous improvement.

The group will discover linkages, where appropriate, between the Standard and relevant institutional priorities, represented in part by the Strategic Plan Dimension and Difference Maker(s) identified in the parenthetical reference following each research question which guide the Working Group's inquiry:

1. To what extent does RIT meet the criteria established for Standard 1?
2. How effective is RIT, as a "student-centric" university, at preparing graduates for successful careers in a global society?
(Linked to Strategic Plan 2015 Mission and Dimension One: Career Education and Student Success-Difference Maker I.2)
3. To what extent do opportunities exist to enhance collaborative and interdisciplinary academic programs, research, and partnerships across the University?
(Linked to Strategic Plan 2015 and Mission and Dimension Two: The Student-Centered Research University - Difference Maker II.1)

Standard 2: Ethics and Integrity

Membership

Patrick Didas	<i>Chair of Working Group/Asst Vice President Institute, Audit, Compliance & Advisement</i>
Judy Rolwing	Senior Human Resources Services Manager
Barbara Hoerner	Associate Director, Office Financial Aid & Scholarships, Enrollment Management & Career Services
Joe Johnston	Director, Center for Student Conduct, Student Affairs
Bob Osgood	Associate Professor, Biomedical Sciences, College of Health, Sciences & Technology
Kim Kurz	Chair, Assistant Professor, ASL & Interpreting Education, National Technical Institute for the Deaf
Ellen Shady	Director of University Publications, Enrollment Management & Career Services
Bob Finnerty	<i>Standard Liaison, Steering Committee/Chief Communications Officer, University News</i>

Research Questions

The Working Group will review, gather, summarize, and analyze key sources of relevant documentation and institutional processes and procedures (as provided in the Documentation Roadmap) to determine if RIT meets Standard 2 and to support the conclusions of the Self-Study. Consideration should also be given to evidence from RIT's global locations. Each group is expected, as part of their research, to make recommendations for continuous improvement.

The group will discover linkages, where appropriate, between the Standard and relevant institutional priorities, represented in part by the Strategic Plan Dimension and Difference Maker(s) identified in the parenthetical reference following each research question which guide the Working Group's inquiry:

1. To what extent does RIT meet the criteria established for Standard 2?
2. How do existing policies, practices, and procedures demonstrate RIT's ongoing commitment to inclusive excellence for faculty, staff and students?
(Linked to Strategic Plan 2015 and Dimension Three: Leveraging Difference - Difference Maker III.7)
3. To what degree is RIT positioned to satisfy the "affordability goal?"
(Linked to Strategic Plan Dimension Four: Affordability and Return on Investment)

Standard 3: Design and Delivery of the Student Experience

Membership

Marianne Gustafson	<i>Chair of Working Group/</i> Associate Dean for Curriculum & Special Projects, NTID
Hector Flores	Dean, Graduate Studies, Academic Affairs
Ian Webber	Asst. Director Innovative Learning Institute & Manager Teaching Learning Services
Joe Pow	Associate Director, Imaging Science, College of Science (COS)
Tracy Worrell	Associate Professor, Communication, College of Liberal Arts
Elizabeth Hane	Associate Professor, Assoc. Head, School of Life Sciences, COS

Tom Smith *Standard Liaison, Steering Committee/*Professor, School of Chemistry & Materials Science, COS

Research Questions

The Working Group will review, gather, summarize, and analyze key sources of relevant documentation and institutional processes and procedures (as provided in the Documentation Roadmap) to determine if RIT meets Standard 3 and to support the conclusions of the Self-Study. Consideration should also be given to evidence from RIT's global locations. Each group is expected, as part of their research, to make recommendations for continuous improvement.

The group will discover linkages, where appropriate, between the Standard and relevant institutional priorities, represented in part by the Strategic Plan Dimension and Difference Maker(s) identified in the parenthetical reference following each research question which guide the Working Group's inquiry:

1. To what extent does RIT meet the criteria established for Standard 3?
2. To what degree is RIT positioned to develop T-shaped graduates with the disciplinary depth and breadth across multiple skills and competencies? (*Linked to Strategic Plan 2015 Dimension One: Career Education and Student Success - Difference Maker I.1*)
3. Where do opportunities exist to expand and strengthen experiential learning experiences for all students? (*Linked to Strategic Plan 2015 and Dimension One: Career Education and Student Success – Difference Maker I.1*)

Standard 4: Support for the Student Learning Experience

Membership

Karey Pine	<i>Chair Working Group/</i> Senior Director of Campus Center, Student Affairs
Nancy Bernardo	Assistant Professor, School of Design, College of Imaging Arts and Sciences
Jeffrey Cox	Director, International Student Services, Student Affairs
Carla Dilella	Director, Auxiliary Housing Operations Administration, Finance & Administration
James Hall	Executive Director, Center for Multidisciplinary Studies, Academic Affairs
Lynne Mazadoorian	Director, Institute Advising Office, Academic Affairs
Marian Nicoletti	Senior Associate Director, UG Admissions Office and Director of Transfer Enrollment Management & Career Services
Scott McVean	Associate Director of Athletics, Student Affairs
Sandra Johnson	<i>Standard Liaison, Steering Committee/Senior Vice President</i> for Student Affairs

Research Questions

The Working Group will review, gather, summarize, and analyze key sources of relevant documentation and institutional processes and procedures (as provided in the Documentation Roadmap) to determine if RIT meets Standard 4 and to support the conclusions of the Self-Study. Consideration should also be given to evidence from RIT's global locations. Each group is expected, as part of their research, to make recommendations for continuous improvement.

The group will discover linkages, where appropriate, between the Standard and relevant institutional priorities, represented in part by the Strategic Plan Dimension and Difference Maker(s) identified in the parenthetical reference following each research question which guide the Working Group's inquiry:

1. To what extent does RIT meet the criteria established for Standard 4?
2. To what degree do existing policies, procedures, practices, and conditions support on-time degree completion as defined by the various degree programs at RIT and given RIT's emphasis on experiential learning? (*Linked to Strategic Plan 2015 and Dimension One: Career Education and Student Success - Difference Maker I.7*)
3. To what extent are the University's recruitment and retention efforts, and planned efforts, meeting institutional enrollment goals? (*Linked to Strategic Plan 2015 and Dimension One: Career Education and Student Success - Difference Maker I.7 and Dimension Three: Leveraging Difference - Difference Maker III.5*)

Standard 5: Educational Effectiveness Assessment

Membership

Linda Tolan	<i>Working Group Chair /</i> Senior Assoc. Dean, College of Applied Science & Technology
Michael Yacci	Associate Dean, Golisano College of Computing & Information Sciences
William Brewer	Director, Exercise Science Program, College of Health Science & Technology
Leah Bradley	Senior Assessment Associate, Student Learning Outcomes Assessment, Academic Affairs
Nilay Yildirim	Senior Research Associate, Institutional Research & Policy Studies, Finance & Administration
Risa Robinson	Department Head, Professor, Mechanical Engineering, KGCOE
David Martins	Associate Professor, English, University Writing Program Director, Academic Affairs
Khalid Khawaja	Vice President for Academic Affairs, RIT Dubai
Joan Graham	<i>Standard Liaison, Steering Committee/</i> Assistant Vice President, Director Institutional Research & Policy Studies, Finance & Administration
Paula Grcevic	<i>Standard Liaison, Steering Committee/</i> Professor, National Technical Institute for the Deaf

Research Questions

The Working Group will review, gather, summarize, and analyze key sources of relevant documentation and institutional processes and procedures (as provided in the Documentation Roadmap) to determine if RIT meets Standard 5 and to support the conclusions of the Self-Study. Consideration should also be given to evidence from RIT's global locations. Each group is expected, as part of their research, to make recommendations for continuous improvement.

The group will discover linkages, where appropriate, between the Standard and relevant institutional priorities, represented in part by the Strategic Plan Dimension and Difference Maker(s) identified in the parenthetical reference following each research question which guide the Working Group's inquiry:

1. To what extent does RIT meet the criteria established for Standard 5?
2. In what way does the assessment of student learning provide evidence that students have achieved RIT learning outcomes? (*Linked to Strategic Plan 2015 and Dimension One: Career Education and Student Success - Difference Maker I.4*)
3. To what extent does RIT use assessment results for the improvement of educational effectiveness consistent with the mission? (*Linked to Strategic Plan 2015 and Dimension One: Career Education and Student Success - Difference Maker I.4*)

Standard 6: Planning, Resources, and Institutional Improvement

Membership

Richard Dirmyer	<i>Chair of Working Group</i> /Director of Institutional Research & Assessment, National Technical Institute for the Deaf
John Moore	Assistant Vice President, Facilities Management Services, Finance & Administration
Kevin Dudarchik	Director, ITS Applications Development, Finance & Administration
William St. Jean	Associate Director for Campus Programs, Student Affairs
Jodi Boita	Director, Assessment Research, and Technology Services, Student Affairs
Shawn Sturgeon	Associate Dean for Academic Affairs, RIT Croatia
Kimberly Sowers	<i>Standard Liaison, Steering Committee</i> /Director, ITS Project Management Office
Greg Van Laeken	<i>Standard Liaison, Steering Committee</i> /Business Manager & Analyst Global Programs

Research Questions

The Working Group will review, gather, summarize, and analyze key sources of relevant documentation and institutional processes and procedures (as provided in the Documentation Roadmap) to determine if RIT meets Standard 6 and to support the conclusions of the Self-Study. Consideration should also be given to evidence from RIT's global locations. Each group is expected, as part of their research, to make recommendations for continuous improvement.

The group will discover linkages, where appropriate, between the Standard and relevant institutional priorities, represented in part by the Strategic Plan Dimension and Difference Maker(s) identified in the parenthetical reference following each research question which guide the Working Group's inquiry:

1. To what extent does RIT meet the criteria established for Standard 6?
2. To what degree are the University's budgeting and resource allocation models data-driven and based on and guided by strategic planning, priorities, and ongoing institutional demands?
3. To what extent does RIT leverage educational technology to improve access, maintain academic quality, and achieve desired learning outcomes while balancing costs? (*Linked to Strategic Plan 2015 and Dimension Four: Affordability, Value and Return on Investment - Difference Maker 4.2*)

Standard 7: Governance, Leadership, and Administration

Membership

Shirley Bower	<i>Chair of Working Group</i> /Director of RIT Libraries, Academic Affairs
Kristen Waterstram-Rich	Professor, Director of Pre-medical & Health Professions Advising, College of Health Science & Technology
Matthew Lynn	Chair, Associate Professor, Department of Science & Mathematics, National Technical Institute for the Deaf
Lauren Shields	Administrative Assistant to the Dean, Golisano College of Computing and Information Sciences
Sylvia Perez Hardy	Associate Professor, Information Sciences and Technologies, Golisano College of Computing and Information Sciences
David Bagley	Senior Director, Residence Life, Student Affairs
Karen Barrows	<i>Standard Liaison, Steering Committee</i> / Secretary to the Institute and Chief of Staff, President's Office

Research Questions

The Working Group will review, gather, summarize, and analyze key sources of relevant documentation and institutional processes and procedures (as provided in the Documentation Roadmap) to determine if RIT meets Standard 7 and to support the conclusions of the Self-Study. Consideration should also be given to evidence from RIT's global locations. Each group is expected, as part of their research, to make recommendations for continuous improvement.

The group will discover linkages, where appropriate, between the Standard and relevant institutional priorities, represented in part by the Strategic Plan Dimension and Difference Maker(s) identified in the parenthetical reference following each research question which guide the Working Group's inquiry:

1. To what extent does RIT meet the criteria established for Standard 7?
2. What evidence exists that the university has been successful in the implementation and transparency of the University's mission, vision and goals?
(Linked to RIT Strategic Plan/Difference Makers)
3. Is RIT's system of shared governance working effectively to benefit the constituencies that it serves? (Linked to RIT Policies B01, B02, B03, and B04).

Working Group: Requirements of Affiliation – Compliance

Membership

Steve Morse	<i>Chair of Working Group/Assistant Vice President for Finance and Budget, NTID</i>
Tim Rupright	<i>Sr. Research Assoc., Institutional Research and Policy Studies, Finance & Administration</i>
Sue Provenzano	<i>Assistant Vice President to the Provost, Academic Affairs</i>
Patricia Poteat	<i>Lecturer, Department of Service Systems, College of Applied Science & Technology</i>
Dawn Soufleris	<i>Senior Associate Vice President, Student Affairs</i>
David Bond	<i>Director, Sponsored Research Services, Academic Affairs</i>
Erika Duthiers	<i>Deputy General Counsel, Finance and Administration</i>
Marty Lawlor	<i>Senior Lecturer, Director EMBA Program, Saunders College of Business</i>

Kevin McDonald *Standard Liaison, Steering Committee/VP & Associate Provost for Diversity & Inclusion*

Institutions that address the new Standards must demonstrate compliance with the new Requirements of Affiliation as part of their evaluation process. The institution's presentation of evidence for compliance with the Requirements of Affiliation will be undertaken through:

1. Verification of institutional compliance with accreditation-relevant federal regulations, or
2. The institutional self-study report and subsequent evaluation team visit

MSCHE has provided the following guidelines as to which requirements of affiliation will be handled through a compliance review and which will be handled directly within the Self-Study report. The following **Requirements of Affiliation 1-6 and 14** will be addressed through an expanded **compliance review**.

1. Authorization to operate
2. Institution is operational
3. Graduate one class before accreditation
4. Communicate with the Commission in English
5. Comply with government policies, regulations, and requirements
6. Comply with Commission policies
14. Governing body provides information

Requirements of Affiliation 7-13 and 15 will be addressed through **the Self-Study**, in connection with related Standards. These requirements are:

7. Statement of Mission and Goals
8. Evaluation of Educational and Other Programs
9. Assessment of Student Learning Programs
10. Institutional Planning based on institutional effectiveness and improvement
11. Financial Resources adequate to support institutional mission
12. Disclosure of Governance structure
13. Conflict of interest
15. Core of faculty to ensure continuity and coherence of educational programs

For the Requirements of Affiliation 1-6 and 14, the Working Group will review, gather, summarize, and analyze key sources of relevant documentation and institutional processes and procedures to demonstrate that RIT complies with the new Requirements of Affiliation. They will use the *Documentation Roadmap* (see Section XI) as primary source material to support their inquiry and analysis. The Working Group will work directly with the Standard Working Groups for the Requirements of Affiliation 7-13 and 15, to demonstrate compliance through the Working Group reports.

VI. Guidelines for Reporting

Working Group Guidelines

The Working Groups have the following key deliverables and projected timeline:

Complete Documentation Roadmap	September 2015 - April 2016
Submit Mid-Process Progress Report to Steering Committee	January 2016
Develop Working Group Report Initial Draft	May-June 2016
Refine Working Group Report Draft	September 2016

Working Group Report –Template

Each working group will receive a report template with the following prescribed sections for their report:

1. An overview of the group's charge, defining the scope of its tasks and responsibilities in relation to its assigned Standard for Accreditation
2. Discussion of the connection of the group's charge with those of other groups, and if any collaboration between groups that took place
3. Analytical discussion of the data reviewed and the inquiry undertaken, and the group's conclusions, including strengths and challenges
4. Explanation of how the group's conclusions related to the assigned Standard for Accreditation
5. Recommendations for ongoing institutional improvement

VII. Organization of the Self-Study Report

The final Self-Study will reflect an institutional perspective that focuses on RIT’s self-analyses, determination if meeting the standards, future recommendations, and plans to support and guide the institution’s strategic priorities. The Self-Study will consist of four major sections: *Executive Summary*, *Introduction*, *Individual Standard Analyses and Recommendations*, and the *Conclusion*.

- The *Executive Summary* will provide a brief (1-5 pages) summary of the major findings and recommendations of the Self-Study.
- The *Introduction* will be a brief overview of the institution and description of the Self-Study process.
- The *Individual Standard Analyses and Recommendations* will include the following information for each Standard:

Standard 1: Mission and Goals	<ul style="list-style-type: none"> • Heading indicating the Standard under consideration • Cross-references to relevant materials in other parts of the report • Analytical discussion of the data reviewed and the inquiry undertaken • Conclusions including strengths and challenges, with references to appropriate criteria • Recommendations for ongoing institutional improvement
Standard 2: Ethics and Integrity	
Standard 3: Design and Delivery of the Student Learning Experience	
Standard 4: Support of the Student Experience	
Standard 5: Educational Effectiveness Assessment	
Standard 6: Planning, Resources, and Institutional Improvement	
Standard 7: Governance, Leadership, and Administration	

The *Conclusion* section will provide a summary of the major conclusions reached and the institution’s recommendations for self-improvement.

VIII. Editorial Style and Format

Guidelines are provided to facilitate consistency of style across all documents (i.e., Working Group drafts, supporting documentation, and the final Self Study report). Writing and editing the Self Study is a multi-phase activity and will include input and feedback from the entire RIT community. Final editorial changes will be made by the MSCHE Core Team.

While the Steering Committee will be responsible for the final Self-Study Report, each Working Group will be responsible for writing a draft report for its assigned standards. In order to ensure that each section is well-written, concise, and fits well with the Self-Study document as a whole, each Working Group will assign one person as the primary writer for its standard and use the following specifications:

- Microsoft Word for text with embedded tables
- 12-point Calibri font
- Single-spaced with 1.15 spacing for bullets and numbering
- Left justified
- Moderate margins (1.0" top and 0.75" left, right, and bottom margins)
- Present tense with active voice
- Citations embedded within the text, with supporting documents listed in an appendix.
- Main headings in bold and in capital letters, left justified; all headers in 12-point font
- Sub-headings in italics and in upper and lower case, left justified; all headers in 12-point font
- Page numbers will be listed on the bottom of the page in the middle
- Tables will be numbered and titled

IX. Timetable for the Self-Study

The timeline below includes the major steps in the process from fall 2014 through fall 2017.

<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
<ul style="list-style-type: none"> • CIP orientation workshop (DC) • CIP Training (PHL) • Set date for Self Study Preparation Visit • MSCHE Annual Conference (DC) 	<ul style="list-style-type: none"> • Working Groups begin inquiry and communicate regularly with Steering Committee • Remote meetings • Working Groups and analyze data and evidence • Self-Study Institute for 2017-2018 cohort (sharing of experiences) • CIP face-to-face meeting • Annotated outlines due from Working Groups • MSCHE Annual Conference (DC) 	<ul style="list-style-type: none"> • Final roster of Evaluation Team members • Remote meeting • Self-Study Co-Chairs prepare second draft of final Self Study • Second draft of final Self Study submitted to Team Chair • Evaluation Team Chair preliminary visit • Self-Study Institute for 2018-19 cohort • MSCHE Annual Conference (PHL) • Preparation for final Self Study • Arrangements finalized for hosting Evaluation Team Visit • Mandatory training for Chairs and Evaluators for CIP institutions 	<ul style="list-style-type: none"> • Self-Study Institute for 2019-20 cohort • MSCHE Annual Conference (presentations about revised Standards and lessons learned)
<i>Winter/Spring 2015</i>	<i>Winter/Spring 2016</i>	<i>Winter/Spring 2017</i>	
<ul style="list-style-type: none"> • Share MSCHE information with RIT Governance Groups • Remote meetings • Select Steering Committee members • Select members of Working Groups • Prepare and submit draft of Self Study Design • Implement Communication Plan • Launch Website • Self-Study Design Preparation Visit 	<ul style="list-style-type: none"> • Selection of Evaluation Team Chair • First and second drafts due from Working Groups • Remote meetings • Self-Study Co-Chairs prepare Self Study first draft • Campus Event 	<ul style="list-style-type: none"> • Further (final) revisions to Self-Study Draft • Final Self Study sent to all Team Members • Evaluation Team visit • Submission of institutional response to Evaluation Team Findings • Campus Event 	
<i>Summer 2015</i>	<i>Summer 2016</i>	<i>Summer 2017</i>	
<ul style="list-style-type: none"> • Self-Study Design revised • Self-Study approval from MSCHE liaison • Documentation for Working Groups assembled • Optional remote meeting • Campus Event • Steering Committee Retreat 	<ul style="list-style-type: none"> • Optional remote meeting • Campus feedback on first draft of final Self Study • Steering Committee Retreat 	<ul style="list-style-type: none"> • Commission meeting: Final accreditation action taken • CIP assessment 	

X. Profile of the Evaluation Team

The following constitutes a list of individuals whom we believe would be in a position to conduct a fair and accurate peer review of the Rochester Institute of Technology. The profile, in aggregate, takes into account RIT's strengths as well as a number of strategic initiatives that the university has identified through the strategic planning process.

1. A provost-level administrator from an AITU school or similar institution
2. An Academic Dean with expertise in interdisciplinary curriculum and research
3. A senior-level executive with extensive knowledge/experience in deafness or the education of deaf people
4. A senior-level executive in Student Affairs, preferably a large, private, residential campus, with expertise in overseeing a comprehensive student life program for undergraduate and graduate populations
5. A senior-level executive with expertise in outcomes assessment and institutional effectiveness and or institutional research
6. A senior-level faculty member from an AITU institution or similar school with expertise in arts and humanities
7. A senior-level executive with expertise in global education/operations and diversity
8. A CFO, preferably from a private, tuition-dependent school, experiencing rapid facilities growth that's technologically sophisticated
9. Senior level fund-raising executive who has experience with capital campaigns

We feel that in order to maximize the benefit of the site team visit, the following general team characteristics would be appropriate given the unique nature of RIT:

- Experienced chair
- Experience with institutional transition from primarily undergraduate education to an increasing focus on graduate education and research
- Member with co-op or experiential learning experience
- Member from a career-focused institution
- Member from a larger institution that reaches out to urban students

Comparative Institutions that are in a suitable position to evaluate RIT are:

- Drexel
- Carnegie Mellon
- University of Cincinnati
- Rose Hulman
- New Jersey Institute of Technology



Collaborative Implementation Project Documentation Roadmap

Documents, Processes, and Procedures

**Evidence of Institutional Ability to Meet the Expectations of the Standards for
Accreditation of the Middle States Commission on Higher Education**

Name of Institution: Rochester Institute of Technology

Name of the Institution's Chief Executive Officer: Dr. William Destler

STANDARD 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.

- Assemble the following, as appropriate:
- Statements regarding institutional mission and goals
- Processes and procedures relevant to mission and goal

Standard I Criteria	Supporting Documents or Links	Related Processes and Procedures	People Library
1. Clearly defined mission and goals that:			
a. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement	<ol style="list-style-type: none"> 1. Taskforce Reports 2. Strategic Plan Wiki 3. President's website 	<ol style="list-style-type: none"> 1. Campus review process for developing mission and goals 2. Steering Committee processes 3. Taskforce processes 4. P04.0: Core Values 5. A01.0: History, Accreditation and Legacy 6. A02.0: Key Result Areas and Goals 7. E02.2: Principles of Academic Freedom 	<ol style="list-style-type: none"> 1. Kit Mayberry 2. Karen Barrows 3. Strategic Plan Steering Committee 4. Academic Senate Chair 5. Staff Council Chair 6. Student Government President 7. Bob Finnerty 8. Chair of the Board of Trustees
b. address external as well as internal contexts and constituencies	<ol style="list-style-type: none"> 1. RIT's Strategic Plan 2005-15 2. RIT's new Strategic Plan: Greatness Through Difference 2015-25 3. Alumni 		
c. are approved and supported by the governing body	<ol style="list-style-type: none"> 1. Senate minutes for debate on adoption of Strategic Plan 2. Board of Trustees' Presentation on Strategic Plan 		
d. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes	<ol style="list-style-type: none"> 1. Institutional Priority List for Strategic Plan and Funding Strategy <ul style="list-style-type: none"> • Essential Learning Outcomes Document • Academic Blueprint Portfolio 		

Standard I Criteria	Supporting Documents or Links	Related Processes and Procedures	People Library
e. include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution	1. RIT's Strategic Plan 2005-15 2. RIT's new Strategic Plan 2015-25 <ul style="list-style-type: none"> • Scholarship Policy 		
f. are publicized and widely known by the institution's internal stakeholders	1. President's website 2. Publications highlighting Strategic Plan and RIT News publications		
g. are periodically evaluated			
2. Institutional goals are realistic, appropriate to higher education, and consistent with mission	1. RIT's Strategic Plan 2005-15 2. RIT's new Strategic Plan 2015-25		
3. Goals that focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission	1. Essential Outcomes – Student Learning Outcomes Assessment site and Provost's site 2. IE Maps		1. Student Learning Outcomes Assessment – Anne Wahl
4. Periodic assessment of mission and goals to ensure that they are relevant and achievable	1. Strategic Plan Scorecard 2005-15 2. Strategic Plan Scorecard 2015-25		1. Board of Trustees Strategic Planning Committee 2. Kit Mayberry
Requirements of Affiliation			
7. The institution has a statement of mission and goals, approved by its governing body, that defines its purpose within the context of higher education			
10. Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.			

STANDARD 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.

Assemble the following, as appropriate.

- Recruitment and marketing materials (printed and electronic)
- Public disclosure information required by the Commission and government entities (printed and electronic)
- Institutional by-laws, guidelines, and policies.
- Handbooks (student, faculty, employee, etc.)
- Processes and procedures relevant to ethics and integrity

Standard II Criteria	Supporting Documents or Links	Related Processes and Procedures	People Library
1. Commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights	1. President’s statement on Academic Freedom (AY 2014) 2. Academic Senate statement on Academic Freedom (AY2014)	1. E02.2: Principles of Academic Freedom 2. C03.0: Intellectual Property Policy	
2. A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives	1. Climate Engagement Surveys 2. COACHE Surveys 3. Programmatic initiatives, e.g., “What Matters to me and Why,” “Grey Matters” 4. Link to Chief Diversity Officer’s Website 5. NSSE data	1. C00.0: Compliance Policy and Code of Ethical Conduct 2. C06.0: Policy Prohibiting Discrimination and Harassment 3. C12.0: Americans with Disabilities Act Information 4. P05.0: Diversity Statement	Kevin McDonald Judy Bender Lee Twyman Joan Graham
3. A grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably	1. Link to the Ombuds Office 2. Link to Academic Senate Website: Grievance Committee Page	1. E24.0: Faculty Grievance 2. E30.0: Staff Grievance Procedure 3. C06.1: Resolution of Conflicts and Concerns Among RIT Employees 4. C24.0: Ombuds Office 5. D17.0: Final Course Grade Dispute 6. D8: Student Academic Integrity Policy	Judy Bender Lee Twyman Susan Provenzano

Standard II Criteria	Supporting Documents or Links	Related Processes and Procedures	People Library
4. The avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents	<ol style="list-style-type: none"> 1. Board of Trustees Conflict of Interest Statement 2. Oracle data on conflict of interest reporting 	<ol style="list-style-type: none"> 1. C04.0: Individual Conflict of Interest and Commitment Policy 	John Zink Chair, BOT
5. Fair and impartial practices in the hiring, evaluation, promotion, discipline and separation of employees	<ol style="list-style-type: none"> 1. Human Resources Website 2. College Tenure Policies 	<ol style="list-style-type: none"> 1. E01.2: Nepotism 2. E04.0: Faculty Employment Policies 3. E08.0: Academic Administrator Search Statement 4. E13.0: Faculty Salary Policy 5. E21.0: Policy of Assignment and Transfer of Tenure Track Faculty 6. E23.0: Dismissal of a Faculty Member for Cause 7. E23.1: Dismissal of a Non-Tenure Track Faculty Member for Cause 8. C02.0: Misconduct in Research and Scholarship 	Judy Bender Susan Provenzano Staff Council Chair Kevin McDonald
6. Honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications	<ol style="list-style-type: none"> 1. RIT Websites 2. Mailings to Prospective Students 3. Brochures for Individual Programs 4. Undergraduate Course Catalog 		Jim Miller Bob Finnerty
7. As appropriate to mission, services or programs in place:			
a. to promote affordability and accessibility and	<ol style="list-style-type: none"> 1. RIT Strategic Plan 2. President's Speeches about keeping tuition increases at a minimum 	<ol style="list-style-type: none"> 1. Student Handbook 2. Communication to students from Financial Aid & Financial Services 	Financial Aid Office – Verna Hazen Admissions Mary Beth Nally
b. to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt	<ol style="list-style-type: none"> 1. Required student loan exit counseling 		Financial Aid Office

Standard II Criteria	Supporting Documents or Links	Related Processes and Procedures	People Library
8. Compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding:			
a. The full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates	1. Website		
b. The institution's compliance with the commission's Requirements of Affiliation	1. Website		John Zink Erika Duthiers Patrick Didas Joan Graham
c. Substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion	1. Substantive change documents		C. Licata
d. The institution's compliance with the Commission's policies	1. Requirements of Affiliation		

Standard II Criteria	Supporting Documents or Links	Related Processes and Procedures	People Library
9. Periodic assessment of ethics and integrity as evidenced in institutional polies, processes, practices, and the manner in which these are implemented.	1. Policy		

STANDARD III: Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence of 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.

Assemble the following, as appropriate:

- Student catalogs, handbooks, course catalogs, and other information regarding the student learning experience
- Program development and approval procedures
- Faculty review procedures
- Processes and procedures relevant to the design and delivery of the student learning experience

Standard III Criteria	Supporting Documents or Links	Related Processes and Procedures	People Library
<p>1. Certificate, undergraduate, graduate and/or professional programs leading to a degree or other recognized higher education credential, designed to foster a coherent student learning experience and to promote synthesis of learning</p>	<p>1. Undergraduate Course Catalog 2. Graduate Course Catalogs 3. D01.4: General Education Framework 4. Graduate Education Strategic Plan 5. Policy of Minors and Immersions 6. Academic Blueprint 7. Academic Program Missions, Goals, and Outcomes 8. Policy D01. Curriculum Development</p>	<p>1. Link to ICC Senate Website 2. Graduate Council Website 3. B02: Charter of Academic Governance 4. Individual College List of Programs 5. D01.4: General Education Framework 6. D01.5: Institute Writing Policy 7. Link to Academic and Curriculum Management Website</p>	<p>1. Student Learning Outcomes Assessment Committee (SLOAC) – Linda Tolan 2. Student Learning Outcomes Assessment Office (SLOA) – Anne Wahl 3. Christine Licata 4. Graduate Council Chair 5. Inter-College Curriculum Committee Chair 6. General Education Committee Chair</p>
<p>2. Student learning experiences that are:</p>			
<p>a. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are <i>rigorous and effective in teaching</i>, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies</p>	<p>1. Teaching Effectiveness Data - SmartEvals 2. Assessment Data by Program 3. University Outcomes Assessment Progress Report</p>	<p>1. D01.0: Policy for Curriculum Development 2. D01.1: Minors Policy 3. D01.2: Double Major Policy 4. D01.3: Dual-Degree Policy 5. D01.5: Institute Writing Policy 6. Senate International Education Taskforce</p>	<p>1. SLOAC L. Tolan 2. SLOA – Anne Wahl 3. SmartEvals- Fernando Nevada 4. Associate Deans of Colleges 5. Inter-College Curriculum Committee Chair 6. Faculty Recruitment - Renee Baker 7. Zack Butler 8. Jim Myers</p>

Standard III Criteria	Supporting Documents or Links	Related Processes and Procedures	People Library
b. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are <i>qualified</i> for the positions they hold and the work they do	<ol style="list-style-type: none"> 1. Faculty qualifications 2. Summary data on faculty credentials 	<ol style="list-style-type: none"> 1. E01.0: Employee Classification and Status 2. E04.0: Faculty Employment Policies 3. E09.0: Visiting Scholar Policy 4. E15: Faculty Education and Development 5. E06: Policies on Faculty Rank 	<ol style="list-style-type: none"> 1. Institutional Research – Joan Graham 2. Renee Baker 3. Human Resources J. Bender
c. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are sufficient in number	<ol style="list-style-type: none"> 1. Faculty Rosters for colleges 2. RIT Research on Student/Faculty ratio 3. Delaware Study 		Institutional Research – Joan Graham
d. designed, delivered, and assessed by faculty(full-time or part-time) and /or other appropriate professionals who are provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation	<ol style="list-style-type: none"> 1. Link to PLIG Grant website 2. Innovative Learning Institute (ILI) Website 3. Teaching and Learning Services Website 4. College Grants for Faculty Development (FEAD) 5. College budgets -% allotted for professional development 6. Faculty Awards 	<ol style="list-style-type: none"> 1. E10: University Administration’s Commitment to Effective Teaching Development 2. E11: Policy on Effective Teaching Committee 3. E15: Faculty Education and Development 4. E18.0: Faculty Leave for Career/Professional Development 5. E7.0: (FEAD Funds) 	Lynn Wild Neil Hair Shirley Bower Kristen Waterstram-Rich
e. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures	<ol style="list-style-type: none"> 1. SmartEvals Student Rating of Teaching Effectiveness System 2. College Peer Review of Teaching Requirements 3. Tenure Guidelines 	<ol style="list-style-type: none"> 1. E07.0: Annual Review of Faculty 2. E27.0: Performance Appraisal 3. Tenure Policies and Procedures 	Fernando Nevada Susan Provenzano Jeremy Haefner College Deans Tenure and Promotion Committee
3. Academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion	<ol style="list-style-type: none"> 1. RIT Undergraduate Course Catalog 2. RIT Grad. Course Catalog 3. College Websites: Programs 4. University Brochures & Publications 5. Student Recruitment Mailings 	<ol style="list-style-type: none"> 1. Degree Audit System 	Admissions- Dan Shelly Christine Licata Bob Finnerty

Standard III Criteria	Supporting Documents or Links	Related Processes and Procedures	People Library
4. Sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress	<ol style="list-style-type: none"> 1. Curriculum maps 2. Catalog 		<ol style="list-style-type: none"> 1. Academic Progress: <ul style="list-style-type: none"> • Advising Office • Student Affairs – Academic Support Services
5. At institutions that offer undergraduate education: A general education program, free standing or integrated into academic disciplines, that:	<ol style="list-style-type: none"> 1. D01.4: General Education Framework 2. Link to General Education Committee Senate Website 3. Annual Reports of the General Education Committee 4. General Education website 5. General Education Assessment website 	<ol style="list-style-type: none"> 1. D01.4: General Education Framework 	<p>Elizabeth Hane General Education Committee Chair Christine Licata</p>
a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field;	<ol style="list-style-type: none"> 1. Link to RIT Global Website 2. General Education Framework 3. Link to Fram Chair Information 4. Link To List of Immersions 5. Undergraduate Course Catalog 6. General Education Outcomes Data – global and social 	<ol style="list-style-type: none"> 1. D01.2: Minors Policy 	<ol style="list-style-type: none"> 1. Inter-College Curriculum Committee (ICC) Chair 2. General Education Committee Chair 3. Fram Chair
b. offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives	<ol style="list-style-type: none"> 1. RIT's General Student Learning Outcomes 2. Gen Ed Assessment reports 3. General Education Framework 4. General Education Website 	<ol style="list-style-type: none"> 1. General Education course approval process 2. General Education Assessment Plan 	<ol style="list-style-type: none"> 1. General Education Committee 2. Student Learning Outcomes Assessment Office

Standard III Criteria	Supporting Documents or Links	Related Processes and Procedures	People Library
c. In non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills.	N/A		
6. In institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula	<ol style="list-style-type: none"> 1. College Website: Graduate Program requirements 2. Graduate Council Website 3. Co-op and Career Services Website 4. Faculty credentials 5. Research and Scholarship opportunities for 		<ol style="list-style-type: none"> 1. Institutional Research – Joan Graham 2. Chair of Graduate Council 3. Dean of Graduate Studies - Hector Flores
7. Adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third party providers	N/A		
8. Periodic assessment of the programs providing student learning opportunities	<ol style="list-style-type: none"> 1. RIT's Annual Outcomes Assessment Progress Report 2. Academic Program Review and Analysis 		
Requirements of Affiliation			
8. The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.	See Standard 5		
9. The institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality.			
10. Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.			

Standard III Criteria	Supporting Documents or Links	Related Processes and Procedures	People Library
15. The institution has a core of faculty (full or part-time) and/or other appropriate professional with sufficient responsibility to the institution to assure the continuity and coherence of the institutional educational programs.			

STANDARD 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.

Assemble the following, as appropriate:

- Reports from student support offices
- Student handbooks
- Analysis of enrollment management plan (admission, retention, and completion).
- Processes and procedures relevant to support of the student experience.

Standard IV Criteria	Supporting Documents or Links	Related Processes and Procedures	People Library
1. Clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including:	1. Enrollment Management Plan	1. D02.0: Admission	James Miller Edward Lincoln
a. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds;	1. Admissions requirements and information 2. Financial Aid Office Website	1. D06.0: Withdrawal and Refund Policy	Financial Aid Office - Verna Hazen
b. a process by which students who are not adequately prepared for the study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals;	1. College Restoration Program 2. Disability Services Office 3. Spectrum Support Program 4. Student Learning Support and Planning 5. English Language Center 6. Student Health Center 7. International Student Office	1. Summer Bridging Programs <ul style="list-style-type: none"> • Multicultural Center for Academic Success (MCAS) • English Language Center (ELC) Programs and Courses • NTID – Career Exploration Studies Program 	Student Affairs: Sandra Johnson, Nicole Boulais, Dawn Soufleris Stan Van Horn Mark Allen Miles Brooke Durland Multicultural Center for Academic Success (MCAS) Jeff Cox
c. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience;	1. Counseling Center 2. Center for Orientation & Transition 3. Institute Advising Office 4. Data on retention figures 5. Academic Support Programs	1. D09.0: Policies on Academic Advising 2. D2.1: Student Leave of Absence	John Weas Heath Boice-Pardee Shawna Lusk Lynn Mazadoorian Sandra Johnson Nicole Boulais

Standard IV Criteria	Supporting Documents or Links	Related Processes and Procedures	People Library
d. processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement	<ol style="list-style-type: none"> 1. University Studies Program 2. College Student Services Offices 3. Agreements with other institutions, e.g., 2+2 agreements 4. Center for Multidisciplinary Studies Transfer Information 	<ol style="list-style-type: none"> 1. D09.0: Policies on Academic Advising 2. D04.0: Attendance 3. D05.0: Grades 4. D05.1: Academic Actions and Recognitions 5. D12: Graduation Requirements 6. D13: Diplomas and Degree Certification 	Institutional Research – Joan Graham.
2. Policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches	<ol style="list-style-type: none"> 1. Agreements with other institutions, e.g., 2+2 agreements 2. College Student Services Offices 3. Registrar’s Office 4. College of Liberal Arts website 5. CMS website 	<ol style="list-style-type: none"> 1. D05.0: Grades 2. Credit for Prior Learning Guidelines 	John Smithgall James Hall
3. Policies and procedures for the safe and secure maintenance and appropriate release of student information and records	<ol style="list-style-type: none"> 1. Registrar’s Office Website 2. Student Health Center Website 3. FRPA Statements 	<ol style="list-style-type: none"> 1. C22.0: Records Management Policy 2. C07.0: Privacy Policy 3. C8.1 Information Security Policy 4. D15.0: Educational Records 	<ol style="list-style-type: none"> 1. Jeanne Casares 2. Joe Loffredo 3. Bobby Colon
4. If offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs	<ol style="list-style-type: none"> 1. Center for Campus Life Website 2. RIT Athletic Office Website 3. Student Affairs: Greek Website 4. Major Student Organizations 5. Clubs and Organizations 6. Center for Religious Life 	<ol style="list-style-type: none"> 1. D10: Eligibility for Participation in RIT Athletics 2. Risk Management Procedures 	<ol style="list-style-type: none"> 1. Lou Spiotti 2. Karey Pine 3. Heath Boice-Pardee 4. Sandra Johnson 5. Jeff Herring
5. If applicable, adequate and appropriate institutional review and approval of student support services, designed, delivered, or assessed by third-party providers			

Standard IV Criteria	Supporting Documents or Links	Related Processes and Procedures	People Library
6. Periodic assessment of the effectiveness of programs supporting the student experience.			
Requirement of Affiliation			
8. The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.			
10. Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.			

STANDARD V: Educational Effectiveness Assessment

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

Assemble the following, as appropriate:

- Documentation of an implemented, systematic, and sustained process to assess student learning at all levels and utilization of results
- Processes and procedures relevant to educational effectiveness assessment

Standard V Criteria	Supporting Documents or Links	Related Processes and Procedures	People Library
1. Clearly stated student learning outcomes, at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission	<ol style="list-style-type: none"> 1. Essential Learning Outcomes 2. Degree Program Websites 3. College Websites 4. Academic Program Review 5. SLO Assessment Reports 6. Academic Blueprint Portfolio 7. General Education Outcomes 	<ol style="list-style-type: none"> 1. Academic Blueprint Portfolio 2. Program Assessment Process 3. General Education Committee process 	<ol style="list-style-type: none"> 1. Student Learning Outcomes Assessment Office - Anne Wahl
2. Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:	<ol style="list-style-type: none"> 1. Program Assessment Plan and Data 2. General Education Assessment Plan 3. Institute Writing Assessment Plan 4. Student Learning Outcomes Assessment Website 	<ol style="list-style-type: none"> 1. Annual Program Level Student Learning Outcomes Progress Report process 2. Graduate Program Review Process 3. NSSE 	<ol style="list-style-type: none"> 1. Undergraduate/Graduate Program Directors 2. Student Learning Outcomes Assessment Committee (SLOAC) 3. SLOA Office - Anne Wahl 4. Chair of Graduate Council 5. Chair of Inter-College Curriculum Committee (ICC)
a. define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals;	<ol style="list-style-type: none"> 1. Program Learning Outcomes Assessment Plans 2. General Education Framework 3. General Education Assessment 	<ol style="list-style-type: none"> 1. Program Assessment Plan development process 	<ol style="list-style-type: none"> 1. Student Learning Outcomes Assessment Committee (SLOAC) 2. General Purpose Classrooms (GPC) 3. General Education Committee (GEC) 4. Inter-College Curriculum Committee

Standard V Criteria	Supporting Documents or Links	Related Processes and Procedures	People Library
b. articulate how they prepare students in a manner consistent with their missions for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals;	1. Co-op Education Guidelines 2. Other Experiential Education Processes	1. Co-op Evaluation Survey 2. NSSE Results 3. Alumni Survey 4. Student Engagement / Student Affairs Outcomes Assessment	
c. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders	1. Program Assessment Plans 2. Annual Progress Report data 3. General Education Assessment Annual Report 4. Minutes: Academic Senate; Provost's Council; Dept. Chair/Director Retreat; Board of Trustees	1. Program Assessment process 2. General Education Assessment process	1. Student Learning Outcomes Assessment Committee (SLOAC) 2. General Education Committee 3. SLOA – Anne Wahl
3. Consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses include some combination of the following:			
a. assisting students in improving their learning;	1. Progress Report Results (Programs – 5 years) 2. Annual General Education Report	1. Annual Progress Report process – Taskstream 2. General Education assessment process	1. Student Learning Outcomes Assessment Committee (SLOAC) 2. General Education Committee 3. SLOA- Anne Wahl
b. improving pedagogy and curriculum;	same	same	same
c. reviewing and revising academic programs and	same	same	same
d. planning, conducting, and supporting a range of professional development activities;	same	same	same
e. planning and budgeting for the provision of academic programs and services;	same	same	same
f. informing appropriate constituents about the institution and its programs;	1. Communication plan- General Education 2. Communication Plan – program-level SLOA Website 3. Provost's Website	International processes	

Standard V Criteria	Supporting Documents or Links	Related Processes and Procedures	People Library
g. improving key indicators of student success, such as retention, graduation, transfer, and placement rates; and	1. Institutional Research 2. Academic Quality Dashboard		1. Provost Office – Christine Licata 2. Institutional Research – Joan
h. implementing other processes and procedures designed to improve educational programs and	Same	Same	same
4. If applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third party providers	N/A		
5. Periodic evaluation of the assessment processes utilized by the institution for the improvement of educational effectiveness	1. Annual review process – SLOAC 2. Annual review - GEC		
Requirement of Affiliation			
8. The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.			
9. The institution’s student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality.			
10. Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.			

STANDARD 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.

Assemble the following, as appropriate:

- The institution's two most recent externally-audited financial statements, including management letters
- Financial projections for the next two years.
- Documentation of an implemented, systematic, and sustained institutional assessment process linking planning, assessment and resource allocation decisions.
- Institutional strategic planning documents.
- Processes and procedures relevant to planning, resources, and institutional improvement

Standard VI Criteria	Supporting Documents or Links	Related Processes and Procedures	People Library
1. Institutional objectives, both institution-wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation	1. 2015-2025 Strategic Plan 2. College Strategic Plans 3. College Vision Statements 4. University Assessment Council Minutes	Institute Budget Hearings	
2. Clearly documented and communicated planning and improvement processes that provide for constituent participation and incorporate the use of assessment results	1. Capital/Equipment Project Request Form 2. Project Funding Request Form 3. Financial Projections (next 2 years) 4. Financial Statements (last 2 years) 5. Institutional Effectiveness Maps – Admin Units 6. University Assessment Council Minutes		University Assessment Council
3. A financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/objectives	1. Financial Planning and Cost Model Framework	1. Institute Budget Hearings 2. Academic Senate Resource Allocation and Budget Committee and Annual Report 3. "Annual Operating Budget Planning" on Finance & Administration Website	

Standard VI Criteria	Supporting Documents or Links	Related Processes and Procedures	People Library
4. Fiscal and human resources as well as the physical and technical infrastructure are adequate to support the institution's operations wherever and however programs are delivered	1. Center for Professional Development Website 2. Human Resources Website 3. Published Fiscal Year Budgets 4. ITS Website	1. Space Committee Minutes 2. ETAC Charge / Minutes 3. Institutional Research Advisory Committee Minutes	1. Judy Bender 2. James Watters 3. Jeanne Casares
5. Well-defined decision-making processes and there is clear assignment of responsibility and accountability	1. Accounting Practices, Procedures, and Protocol Manual	Annual Budget Hearings	
6. Comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes		Space Utilization Studies	1. John Moore 2. Jim Yarrington 3. Jeanne Casares
7. An annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter	1. Annual Audit Document and Management Letter 2. Academic Program Review Cost Model Framework	1. Board of Trustees Audit Committee Agenda and Minutes	
8. Strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals	Admin unit process		
9. Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.	Institutional Effectiveness Maps – Admin Units	Under Development	University Assessment Council (UAC)
Requirement of Affiliation			
8. The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.	Assessment Processes – See 3 and 5		
10. Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.	Assessment Processes – See 3 and 5		

Standard VI Criteria	Supporting Documents or Links	Related Processes and Procedures	People Library
<p>11. The institution has documented financial resources, funding base, and plans for financial development, including those from any related entities (including without limitation systems, religious sponsorship, and corporate ownership) adequate to support its educational purposes and programs to ensure financial stability. The institution demonstrates a record or responsible fiscal management, has a prepared budget for the current year, and undergoes an external financial audit on an annual basis.</p>			

STANDARD 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.

Assemble the following, as appropriate:

- By-laws and other institutional documents identifying the group legally responsible for the institution and its role in governance.
- Conflict of interest policies and other ethics policies of the Board.
- A list of current governing board members (name, affiliation, and occupation; members who are remunerated by the institution through salaries, wages or fees; members who are creditors of the institution, guarantors of institutional debt, or active members of businesses of which the institution is a customer).
- Organizational chart for the institution (names and titles of the individuals in each position)
- Succession planning for board members and senior leadership
- Processes and procedures relevant to governance, leadership, and administration

Standard VII Criteria	Supporting Documents or Links	Related Processes and Procedures	People Library
1. A clearly articulated and transparent governance structure that outlines its roles, responsibilities and accountability for decision making by each constituency, including governing body, administration, faculty, staff, and students	1. B00.0: RIT Charter 2. B00.1: RIT Bylaws 3. B01.0: Institute Council Bylaws 4. B02.0: Charter of Academic Governance 5. B03.0: Staff Council By-laws 6. B04.0: Student Government Bylaws 7. B05.0: Review, Development, Approval, and Promulgation of University Level Policies. 8. Organizational Chart of the University 9. Board of Trustees Membership	1. Provost’s Town Hall Meetings 2. Academic Senate Meetings 3. Institute Council meetings 4. Board of Trustees Business Meetings	1. Susan Provenzano 2. Academic Senate Chair 3. Staff Council Chair 4. Student Government President 5. Board of Trustees Chair 6. Secretary to BOT (Karen Barrows)
2. A legally constituted governing body that:			
a. Serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being	1. Board of Trustees Charter and Bylaws		
d. Has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the	1. C04.0: Individual Conflict of Interest and Commitment Policy		1. John Zink 2. Susan Provenzano

Standard VII Criteria	Supporting Documents or Links	Related Processes and Procedures	People Library
accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities	2. Board Orientation Materials		
e. Ensures that neither the governing body nor individual members interferes in the day-to-day operations of the institution	1. B00.1: RIT Bylaws 2. B02.0: Charter of Academic Governance		Susan Provenzano
f. Oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by-laws, and the assurance of strong fiscal management	1. B02.0: Charter of Academic Governance 2. B01.0: Institute Council Bylaws 3. B03.0: Staff Council Bylaws	1. Minutes of Board of Trustees – Education Committee 2. Minutes of Board of Trustees – Finance Committee	1. Academic Senate Chair 2. Faculty Affairs Committee Chair 3. Academic Affairs Committee Chair 4. Susan Provenzano
g. Plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution			
h. Appoints and regularly evaluates the performance of the Chief Executive Officer	Board of Trustees President Evaluation Framework		Board of Trustees Chair
i. Is informed in all its operations by principles of good practice in board governance			
j. Establishes and complies with a written conflict of interest policy designed to ensure that impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest	Conflict of Interest – HR process		
k. Supports the Chief Executive Officer in maintaining the autonomy of the institution			
3. A Chief Executive Officer who:			

Standard VII Criteria	Supporting Documents or Links	Related Processes and Procedures	People Library
a. Is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body;	1. President's Contract		
b. Has appropriate credentials and professional experience consistent with the mission of the organization;	1. Curriculum Vitae of President		
c. Has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission;	1. Executive Committee Agenda / Minutes 2. Administrative Council Agenda / Minutes		
d. Has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness.	1. Organizational Chart 2. Curricula Vitae of Executive Team		
4. An administration possessing or demonstrating:			
a. An organizational structure that is clearly documented and that clearly defines reporting relationships	1. Organizational Chart		
b. An appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities;	1. Curricula Vitae of Support Staff		
c. Members with credentials and professional experience consistent with the mission of the organization and their functional roles;	1. Curricula Vitae of Support Staff		
d. Skills, time, assistance, technology, and information systems expertise required to perform their duties;	1. Curricula Vitae of Support Staff		
e. Regular engagement with faculty and students in advancing the institution's goals and objectives; and,	1. Minutes from Governance Groups		

Standard VII Criteria	Supporting Documents or Links	Related Processes and Procedures	People Library
f. Systematic procedures for evaluating administrative units and for using assessment data to enhance operations	New administrative unit review process – beginning fall 2015		
5. Periodic assessment of the effectiveness of governance, leadership, and administration.	1. COACHE 2014-15 data		
Requirement of Affiliation			
12. The institution fully discloses its legally constituted governance structure(s) including any related entities (including without limitation systems, religious sponsorship, and corporate ownership). The institution’s governing body is responsible for the quality and integrity of the institution and for ensuring that the institution’s mission is being carried out.			
13. A majority of the institution’s governing body’s members have no employment, family, ownership, or other personal financial interest in the institution. The governing body adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweighs the greater duty to secure and ensure the academic and fiscal integrity of the institution. The institution’s district/system or other chief executive officer shall not serve as the chair of the governing body.			

Compliance Review: Requirements of Affiliation 1-6, 14

To be eligible for, to achieve, and to maintain accreditation from the MSCHE, an institution must demonstrate that it fully meets the following Requirements of Affiliation. Compliance is expected to be continuous and will be validated periodically, typically at the time of institutional self-study and during and other evaluation of the institution's compliance. Once eligibility is verified, an institution then must demonstrate that it meets the standards for accreditation.

Compliance Review	Supporting Documents or Links	Related Processes and Procedures	People Library
1. The institution is authorized or licensed to operate as a post-secondary or educational institution			Erika Duthiers
2. The institution is operational, with students actively pursuing its degree programs			
3. The institution will graduate at least one class before the evaluation team visit			
4. The institution's representatives communicate with the Commission in English, both orally and in writing			
5. The institution complies with all applicable government (usually Federal and state) policies, regulations, and requirements (FIND)	https://www.rit.edu/fa/grms/content/heoa-compliance		
6. The institution complies with applicable Commission, interregional, and inter-institutional policies. (These policies can be viewed on the Commission website)			

Compliance Review	Supporting Documents or Links	Related Processes and Procedures	People Library
<p>14. The governing body/bodies are prepared to demonstrate in writing, as may be required, that the institution will make freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations. The governing body/bodies ensure that the institution describes itself in identical terms to all of its accrediting and regulatory agencies, communicates any changes in accredited status, and agrees to disclose information (including levels of governing body compensation, if any) required by the Commission to carry out its accrediting responsibilities.</p>			