



Self Study Design

OVERVIEW
**(Office of Assessment and
Institutional Effectiveness- OAIE)**

Agenda

1. Middle States Commission on Higher Education (MSCHE)
2. Approved Self-Study Design
- 3-Steering Committee and Working Groups “work dynamic”
- 4- Open Forum

Middle States Commission on Higher Education [MSCHE]

- * Self Study Evaluation: 2023- 2024
- * MSCHE website- <https://www.msche.org/>
- * Information about EIC in the MSCHE website-
<https://www.msche.org/institution/9208/>

Self Study Design

The Self -Study Design is a document developed by the institution to serve as a guide for the self-study process. It serves several purposes, including the following:

- Serves as a blueprint for the self-study process, including the final Self-Study Report. A well-developed Self-Study Design identifies the process utilized by the institution to select the institutional priorities to be evaluated and how it plans to ensure that the Self-Study Report will address the Commission's expectations, including Standards for Accreditation, Requirements of Affiliation, policies and procedures, and federal compliance requirements.
- Enables the Steering Committee and its Working Groups to conceptualize and organize tasks relevant to self-study. An effective Self-Study Design states up front what are the intended outcomes of the institution's self-study; defines the approach the institution will take to engage in self-study; outlines the organizational structure of the Steering Committee and its Working Groups and how they will interact with each other; defines common formats for reporting; and addresses how the Evidence Inventory will ensure that all the applicable criteria of each standard are sufficiently addressed.
- After completion and acceptance of the Self-Study Design by the Commission staff liaison, members of the Steering Committee and Working Groups can refer to it to gauge progress and to ensure that the objectives contained in the Self-Study Design are being met. As they engage in the self-study process, required elements found in the Self-Study Design, such as a Communications Plan, Self-Study Timetable, and Guidelines for Reporting, serve as reminders of what tasks must be accomplished and when, how and when status should be communicated, and how the Self-Study Report should be organized.

Directly copied from the MSCHE website: <https://www.msche.org/accreditation/self-study-guide/module-three/>

* The Self Study Design will be shared to the EIC community when finalized

Eastern
International
College shares
the following
desired outcomes
as a result of
pursuing Self-
Study:

1. Demonstrate that our college meets or exceeds the Middle States Commission on Higher Education Standards for Accreditation and Requirements of Affiliation
2. Engage the college community to actively participate in a self-appraisal process that is transparent and inclusive.
3. Identify institutional strengths and uncover gaps for continuous improvement through a process grounded in evidence and assessment practices within the context of our Strategic plan and institutional priorities.
4. Assess the quality and effectiveness of academic programs and administrative services in all departments and make recommendations for sustainable improvement
5. Examine the quality and effectiveness of EIC's planning and assessment processes to ensure that they are focused on continuous improvement and making decisions about fiscal and resource management based on assessment results.

Timeline

[Subject to change]

December 2022 - December 2023	Self-Study Drafting Share Self-Study Drafts with Constituents
February-March 2024	Finalize Self-Study Document Upload Self-Study to the MSCHE Portal
March 2024	Self-study MS Peer Evaluation Visit
May-June 2024	Report and Institutional Response

Steering Committee and Working Groups



The MSCHE Standards for Accreditation and Requirements for Affiliation through this link-
[file:///C:/Users/jwangiwang/Downloads/MSCHE%20Standards%20of%20Accreditation%20and%20Requirements%20of%20Affiliation%20\(2\).pdf](file:///C:/Users/jwangiwang/Downloads/MSCHE%20Standards%20of%20Accreditation%20and%20Requirements%20of%20Affiliation%20(2).pdf)

* Each staff are assigned to a working group. There are a minimum of five members for each group, and some members may be assigned to more than one working group.

Intersection of requirements of Affiliation with Standards for Accreditation and Federal Compliance

Requirements of Affiliation	Demonstration of Compliance
Requirements 1,2,3,4,5,6, 14	Verification of Compliance with Accreditation- Relevant federal Regulations
Requirement 7	Standard 1
Requirement 8	Standards III, IV, V, VI
Requirement 9	Standards III, V
Requirement 10	Standards I, III, IV, V, VI
Requirement 11	Standard VI
Requirement 12	Standard VII
Requirement 13	Standard VII
Requirement 15	Standard III

Example

Standards for Accreditation	Requirements of Affiliation
Standard VI Planning, Resources and Institutional Improvement	Requirement 10 Integrated Institutional planning

Responsibilities of EIC's Self-Study Steering Committee

The Steering Committee's responsibilities are coordinating the Self-Study, Strategic Planning, and facilitating the process and delivery of deliverables of each Working Group. This includes the following:

1. Understanding and supporting the use of a comprehensive Self-Study Design
2. Developing the Self-Study Design document to be submitted to MSCHE, including the development of research questions that help document, measure, and assess EIC's compliance with each MSCHE Standard
3. Encouraging participation from all EIC constituencies in the Self-Study process
4. Communicating progress on the Self-Study to the campus community and stakeholders
5. Supervising, coordinating, and facilitating all work associated with the seven Working Groups
6. Reviewing all drafts of Self-Study Report documents provided by each Working Group
7. Creating and publicly disseminating a reflective and cohesive Self-Study Report for the Commission that tells our story
8. Coordinating the Self-Study Middle States Evaluation Team visit in spring 2024

STEERING COMMITTEE		
Name	Steering Committee Position	Position in the Institution
Suzanne Mullings, PhD	Chair	Dean of Nursing
Hany Zaky, EdD	Co-Chair	Director of Assessment and Institutional Effectiveness
Jennifer Gonzalez, EdS	Member	Director of Operations and Student Services
Evelyn Garcia, MS	Member	Faculty- Dental Hygiene Department
Wanda Broach- Butts, DNP	Member	Faculty-Nursing Department
Alaa Mohsen, DHED	Member	Chair- Dental Hygiene Department
Mr. Eduard Prisim, MA	Member	Library Director
Andrea Ojeda, MBA	Member	Director of Financial Aid
Karen Lopez, BS	Member	Registrar Officer
Wagih Youssef, MD	Member	Faculty-Cardiovascular Technology/Diagnostic Medical Sonography

WORKING GROUP 1
STANDARD 1-MISSION AND GOALS

Research Questions

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.

Charge:

- Understand the mission and goals of Eastern International College, their alignments with EIC's Strategic Plan, and how well the mission, goals, and Strategic Plan are communicated in the EIC community.
- Determine the extent of EIC's adherence to the mission and goals in its institutional academic and administrative operations
- Determine the level of EIC's success in adhering to the mission and goals and Strategic Plan

Research Questions

1. How are the College's Mission and Mission-based Goals reflected in its Strategic Plan?
2. What systems are in place to assure the ongoing evaluation of progress with the College's Strategic Plan?
3. How adequate is support for the ongoing evaluation of the College's Mission and Mission-based Goals in the context of the Strategic Plan?
4. How well do the current Mission and Vision statements presented in the College's Strategic Plan serve EIC now and going forward? Do they encompass the long-term goals of all faculty, staff, and students at EIC?
5. How well does the College communicate its mission and strategic planning goals to faculty, students and staff? What evidence is there that faculty, students, and staff incorporate or reflect these values in their professional activities and practices?
6. What evidence demonstrates that each aspect of the Mission and Mission-based Goals are being effectively achieved?
7. What metrics measure the achievement of the Mission and Mission-based Goals, and how are the results reported?

WORKING GROUP 1

STANDARD 1- MISSION AND GOALS

Name	Working Group Position	Position in the Institution
Alaa Mohsen, DHED	Chair	Chair- Dental Hygiene Department
Suzanne Mullings	Co-Chair	Dean- Nursing Department
Karen Lopez, BA	Member	Registrar Officer
Christine Gutierrez, BA	Member	Financial Aid Officer
Mubashir Mirza	Member	Faculty- Diagnostic Medical Sonography
Angela Caballero, BS	Member	Faculty- Nursing Department
Shahida Qureshi	Member	Chair- Cardiovascular Technology
Evelyn Garcia, MS	Member	Faculty- Dental Hygiene Department
Hassan Mohsen, BS	Member	Executive Administrative Assistant

WORKING GROUP 2
STANDARD 2- ETHICS AND INTEGRITY
Research Questions
Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all internal or external activities, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.
Charge: <ul style="list-style-type: none">Understand the process of implementation of EIC policies and procedures for integrity and ethical practices, including compliance with state and federal laws and regulations, and institutional and programmatic accreditations.Determine how well and to what extent EIC’s mission are continuously and sustainably addressed with integrity and in an ethical manner in all institutional operations
Research Questions <ol style="list-style-type: none">What evidence demonstrates that EIC's administrative structures support and monitor ethical and civil conduct of all campus community members?How do the College’s educational programs address plagiarism and cheating?What evidence shows equity in the student conduct process? Does it conform to best practices? How often is it reviewed and assessed?What evidence demonstrates that the administrative structures of EIC establish and sustain high standards for integrity, respect, and fairness in the behavior and actions of supervisory personnel?What evidence demonstrates that EIC is conducting ongoing, integrated, and comprehensive academic assessments and operational (non-academic) evaluations of its programs, including documenting and measuring their respective alignments with the College’s mission, goals, and Strategic Plan?How does EIC ensure that researchers are trained adequately in federal policies for responsible conduct of research? How is adherence to these guidelines monitored?How well articulated are EIC’s institutional policies addressing all constituencies' grievances and complaints, including faculty, staff, student, and outside constituencies? How accessible are these policies? Is there a “policy directory” for staff, faculty, and

WORKING GROUP 2		
STANDARD 2- ETHICS AND INTEGRITY		
Name	Working Group Position	Position in the Institution
Alaa Mohsen, DHED	Chair	Chair- Dental Hygiene Department
Angela Caballero, MSN	Co-Chair	Faculty- Nursing Department
Haytham Zghaib, MD	Member	Faculty - Cardiovascular Technology and Sonography Department
Evelyn Garcia, MS	Member	Faculty- Dental Hygiene Department
Dorothy Rollings, MSN	Member	Faculty- Nursing (Part-Time)
Yasmin Sharaf, BS	Member	College Auditor
Lourdes Dominise, BS	Member	College Accountant
Carle Mclean	Member	Administrative Assistant- Nursing Department

WORKING GROUP 3

STANDARD 3- DESIGN AND DELIVERY OF STUDENT LEARNING EXPERIENCE

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

Charge:

- Review, assess and evaluate EIC's academic programs for sustainability, marketability, rigor, coherence and consistency with higher education best practices and expectations.
- Determine the efficacy of EIC's academic programs, facilities, and students' learning experiences through sustainable and defensible assessment approaches

Research Questions

1. How is EIC using external standards to measure the breadth, depth, currency, and rigor of its academic programs?
2. How does student performance after graduation from EIC demonstrate academic rigor consistent with the College's Mission and Goals?
3. How are Student Learning Outcomes integrated throughout the curriculum at the course, program, and institutional levels?
4. How does EIC assess the efficacy of its educational programs in ensuring that students achieve stated General Education Learning Outcomes and programs meet their desired Program Outcomes? How does EIC ensure that such learning outcomes are met regardless of the course delivery method (i.e., online vs. residential)?
5. How does EIC use the information that it obtains by assessing student learning and program outcomes to improve student learning and program effectiveness (i.e., the student learning experience)?
6. How are the policies regarding transfer credits (and articulation agreements, if present) implemented across the College and communicated with the community at large?
7. How does EIC assess whether its learning resources, facilities, instructional equipment, information services, and professional library staff are adequate to support all of the institution's varied educational programs on both campuses?

WORKING GROUP 3

STANDARD 3- DESIGN AND DELIVERY OF STUDENT LEARNING EXPERIENCE

Name	Working Group Position	Position in the Institution
Suzanne Mullings, PhD	Chair	Dean- Nursing Department
Marissa Halum, DMD	Co-Chair	Faculty- Dental Hygiene Department
Joseph Dario, MSN	Member	Faculty- Nursing Department
Huda Mohsen, DPh	Member	Executive Administrative Assistant
Wagih Youssef, MD	Member	Faculty- Cardiovascular Technology Department
Shahida Qureshi, MD	Member	Chair- Cardiovascular Technology Department
Dorothy Rolling, MSN	Member	Faculty (Part-Time) - Nursing Department
Elena Bront	Member	Faculty (Adjunct)- General Education Department
De Avila, EdD		
Hong Kim, MEd	Member	Faculty- General Education Department
Simona Amin, BS	Member	Faculty- Dental Hygiene Department

WORKING GROUP 4

STANDARD 4- 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, enhancing the learning environment's quality, contributing to the educational experience, and fostering student success.

Charge:

- Determine how and to what extent EIC's mission and goals are reflected in its commitment to a student-centered learning environment and overall student success through effective support services
- Demonstrate how the mission and goals of EIC are reflected in its policies, procedures, and practices on student admission, recruitment, student retention, graduation, and placement

Research Questions

1. To what extent do EIC students utilize the various support services available to them? How does the College assess and meet the needs of its various student populations? Are support services made available to EIC students in a fair and equitable manner?
2. How effectively do student support services work synergistically and collaboratively with educational offerings?
3. How does the EIC assess the effectiveness of student support services? How does the College evaluate the viability of current services and determine the need for new ones?
4. How are student support services assessed both operationally and (where possible) with direct measures of student learning? How are such assessments used to improve quality and fulfill the College Mission and Goals?
5. What evidence demonstrates that EIC employs sufficient numbers of qualified professionals to provide the necessary support services? How does EIC determine the appropriate number of student support services staff? Are these decisions based on data, benchmarking, and best practices?
6. What support services and mechanisms does the College offer for students who are at academic risk? How effective are these services and how are they assessed?

WORKING GROUP 4

STANDARD 4- SUPPORT OF THE STUDENT EXPERIENCE

Name	Working Group Position	Position in the Institution
Jennifer Gonzalez, EdS	Chair	Director of Operations and Student Services
Mr. Eduardo	Co-Chair	Library Director
Ameena Athab, BSBA	Member	Coordinator- Social Media and Digital Marketing
Maria Billings, EdS,	Member	Student Services- Counseling and Registration Advising
Andrea Ojeda, MBA	Member	Director- Financial Aid
Marc Jean, BS,	Member	IT Department
Medhat Mahgoub	Member	Registrar Assistant
Mary Kurzyna	Member	Student Services
Tiffany Janajreh, MS	Member	Faculty- Dental Hygiene Department

WORKING GROUP 5

STANDARD 5- EDUCATIONAL EFFECTIVENESS ASSESSMENT

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

Charge:

- Explain how EIC determines that attainment of students' educational goals is consistent with the student's program of study, degree level, and educational expectations
- Demonstrate how EIC engages in evidence-based, outcomes-focused, and sustainable assessment of student learning

Research Questions

1. What evidence demonstrates that faculty, administration, staff, students, and external constituencies are involved in EIC's assessment efforts? Is there evidence that the College community understands and supports existing institutional assessment efforts
2. To what extent has EIC demonstrated its commitment to providing adequate support for its institutional assessment structure? What improvements may be needed for increased effectiveness and efficiency?
3. What core assessment measures does EIC use to compare itself to peer institutions? How does it compare?
4. How does EIC assess the success of academic programs and non-academic (i.e., operational) departments/units in meeting their program- and college-level Mission and Mission-based Goals?
5. What processes exist to ensure that student learning assessment results lead to practical recommendations and improved practice?
6. How effectively does EIC assess student satisfaction with its support services?
7. How does the College use data to improve the quality of student life on campus? Has student satisfaction improved over time, i.e., since the last campus assessment in this area?
8. What evidence shows the effectiveness and comprehensiveness of the assessment process at the course, program and college levels?

WORKING GROUP 5

STANDARD 5- EDUCATIONAL EFFECTIVENESS ASSESSMENT

Name	Working Group Position	Position in the Institution
Hany Zaky, EdD	Chair	Director of Assessment, and Institutional Effectiveness
Suzanne Mullings, PhD	Co-Chair	Dean- Nursing Department
Alaa Mohsen, DHED	Member	Chair- Dental Hygiene department
Samir Samour, MSN	Member	Faculty- Nursing Department
Hong Kim, MED	Member	Faculty- General Education Department
Tiffany Janajreh, MS	Member	Faculty- Dental Hygiene Department
Haytham Zghaib, MD	Member	Faculty- Cardiovascular Technology and Sonography Department
Joseph Dario, MSN	Member	Faculty- Nursing Department
Evelyn Garcia, MS	Member	Faculty- Dental Hygiene Department

WORKING GROUP 6
STANDARD 6- PLANNING, RESOURCES, AND INSTITUTIONAL IMPROVEMENT
<p>The institution’s planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, continuously assess and improve its programs and services, and respond effectively to opportunities and challenges.</p>
<p>Charge:</p> <ul style="list-style-type: none"> • Demonstrate how EIC’s planning processes, resources, and structures are aligned and sufficient to fulfill its mission and goals. • Demonstrate a sustainable evidence-based process of assessing the efficacy of programs and services for continuous improvement <p>Research Questions</p> <ol style="list-style-type: none"> 1. To what extent are the strategic planning goals and related processes of EIC integrated with a budget, financial, and facilities planning and management efforts at the College-level and, in turn, within its academic programs? How well does the Strategic Plan reflect the College’s responsibilities to its academic programs? 2. How does EIC allocate resources to further the Mission and Goals of the College? 3. How does the institution prioritize current needs with long-term planning? 4. To what extent are the planning, resource allocation, budgeting, and renewal processes collaborative and assessed with internal constituents to achieve the Mission and Goals of the College? 5. What are the strengths and weaknesses of the current planning, budget, and resource allocation processes? Is there continual evaluation of the model? 6. How effective is assessment and continual quality improvement used in the planning, resource allocation, budgeting, and renewal processes both operationally and by the users? 7. How are resources distributed to programs and departments to ensure the achievement of the College’s Mission and Goals? 8. Are the various budget and planning processes efficient, effective, and agile enough to find solutions to problems? 9. How effectively do institutional planning and resource allocation lead to institutional renewal?

WORKING GROUP 6		
STANDARD 6- PLANNING, RESOURCES, AND INSTITUTIONAL IMPROVEMENT		
Name	Working Group Position	Position in the Institution
Hany Zaky, EdD	Chair	Director of Assessment and Institutional Effectiveness
Lourdes Dominise	Member	College Accountant
Alaa Mohsen, PhD	Member	Chair- Dental Hygiene Department
Karen Lopez, BA	Member	Registrar
Suzanne Mullings, PhD	Member	Dean- Nursing Department
Jennifer Gonzalez, EdS	Member	Director of Operations and Student Services
Yen Tang, BS	Member	IT-Institutional Technology Department
Fateema Jones	Member	Receptionist
Yasmin Sharaf, BS	Member	College Auditor

WORKING GROUP 7

STANDARD 7- 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 systems, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

Charge:

- Demonstrate how the mission of EIC is implemented through effective governance, management, and leadership across administrative bodies
- Determine the effectiveness of governance, management, and leadership across administrative bodies through a systematic, sustainable, and evidence-based assessment process
- Demonstrate that institutional planning is tied to the Strategic Plan and implementation of EIC's mission and goals

Research Questions

1. How is institutional planning and resource allocation tied to the strategic plan and implementation of EIC's Mission and Goals? How effective is the process?
2. How does EIC use assessment and continuous quality improvement to determine resource allocation and shape the resource allocation process?
3. How do the various budget and planning processes further the College's Mission and Goals to ensure continuous quality improvement?
4. How effective is the Office of Information Technology and eLearning in facilitating the achievement of EIC's mission and goals?
5. How does EIC identify and pursue new revenue sources?
6. How are needs, current, and future, for facilities assessed? How is the facilities master plan reviewed, assessed, and updated? How is it to be funded? Is the infrastructure sufficient to meet the needs of both incoming and current students?
7. How well does the College leadership pursue, promote, and achieve EIC's Mission and Goals?

WORKING GROUP 7

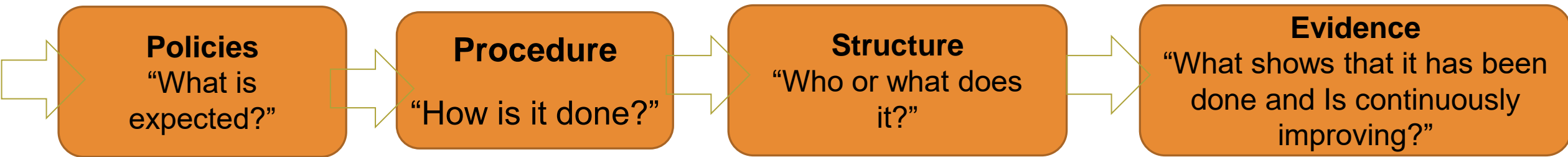
STANDARD 7- GOVERNANCE, LEADERSHIP, AND ADMINISTRATION

Name	Working Group Position	Position in the Institution
Jennifer Gonzalez, EdS	Chair	Director of Operations and Student Services
Suzanne Mullings, PhD	Co-Chair	Dean- Nursing Department
Marlin Polanco, BA	Member	Associate Director- Financial Aid Department
Sheila Sanchez, BSACC	Member	Officer- Human Resources
Kesha Chisolm	Member	Administrative Assistant- Nursing Department
Nick Githinji	Member	Security
Shahida Qureshi, MD	Member	Chair- Cardiovascular Technology Department
Mubashir Mirza, MD	Member	Faculty- Diagnostic Medical Sonography Department
Patrice Bailey, BS	Member	Coordinator- Externship for Diagnostic Medical Sonography and Cardiovascular Technology

Steps

1. Familiarize yourself with the stated standard (**Standard-based approach however the institutional priorities are integrated where appropriate**)
2. Read critically and Analytically the shared research questions
3. Use the available evidence to answer each question (**you can remove some questions based on the group discussion**)-Being concise and clear- Share the key findings in bullet points
4. Accumulate the questions' answers in a narrative: Thematic analysis could be an option/ include the evidence is obligatory
5. Identify areas of strength and opportunities for improvement and innovation related to assessment based- analysis
6. Maximum of **8 pages** single-spaced (For each standard)

Initial Strategies for populating an Evidence Inventory



Qualities of an Effective Evidence Inventory Access

Access	<ul style="list-style-type: none">• It is well-organized and keeps principal audiences in mind.• Evidence is organized by standards or criterion for easy information retrieval• What can be done to help the audience retrieve the documents available for this criterion?
Accuracy	<ul style="list-style-type: none">• It is technically correct and current• Include reasonable current evidence (guided by the end of data collection period)• What can be done to ensure that what is listed is technically correct and current?
Comprehensiveness	<ul style="list-style-type: none">• It is sufficient to address compliance both institution-wide and, where applicable, for individual units/ programs• Exhibits demonstrate pervasive compliance in substantial measure• Exhibits are appropriately representative.• What can be done to ensure there is enough information for evaluators to do their work?
Efficiency:	<ul style="list-style-type: none">• It is efficiently organized and skimmable• It is concisely presented and enables users to perform their work in a timely fashion.• What can be done to ensure that users can do their work in a timely fashion?

Key points for Evidence Inventory Use

Labels and sub-labels are...	Why?
Short and meaningful	Enhances ability to skim
Ordered	Empowers review in a natural sequential manner
Kept simple	Minimize "Time to task"
Consistent across criteria and standards	Enable thorough review

Selected Evidence Inventory Document [General]

Annual Report ACCSC Jersey City Annual Report

Administrative and Operational Policies and Procedures Manual Admissions Branding & Marketing Plan

Admissions Code of Conduct Admissions Presentations (PowerPoints)
Audited Financial Statements

Board of Director By-Laws CEO Resume

Code of Conduct

Default Management Plan Dental Hygiene Clinic Manual EIC
Catalog

The departments' catalogues

Emergency Operations Plan Employee Handbook Faculty
Handbook

Faculty In-Service Training FERPA Release Form

Financial Aid Profile and Financial Analytic Narrative General Education Department
Program Description Institutional Goals

IPEDS Jersey City Title IV Compliance

Nursing Student Handbook Operations Manual Strategic
Plan

https://docs.google.com/spreadsheets/d/1pwFynOF_5jsweyCIYsdzjVZfbqu0HhmD-KHC2Y1W2l8/edit?usp=sharing

Open forum