

**THE COOPER UNION
FOR THE ADVANCEMENT
OF SCIENCE AND ART**

“Sustaining the Mission”

SELF STUDY DESIGN

For the Middle States Commission on Higher Education

May 28, 2006

The Cooper Union for the Advancement of Science and Art

Self Study Design

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A: History

The cornerstone for The Cooper Union for the Advancement of Science and Art structure was laid in 1853 and, after four years innovative construction methods employing iron I beams, its Foundation Building was opened to the public in 1858, officially admitting its first students one year later in 1859. It was entirely funded by Peter Cooper, inventor, industrialist, and public benefactor. He called for this endowment to be "for ever devoted to the advancement of science and art, in their application to the varied and useful purposes of life," and to provide an education "as free as air and water." He designed The Foundation Building to be a truly multi-purpose civic institution housing a public reading-room and library, a School of Design for Women, a Night School of Science and Art, an employment office for local workers, a patent office, a Museum of Nature and Technology and a roof garden serving light refreshments. Over the course of the nineteenth century it also developed schools of stenography, telegraphy, elocution, oratory, and, however briefly, gastronomy. It also opened the first Museum of Decorative Arts in the United States, now ceded to the Smithsonian.

However varied its offerings and functions The Cooper Union has always remained dedicated to "the future improvement of humankind." This progressive legacy remains vitally important. It was among the first private institutions of higher education in the nation to admit students based exclusively on merit; among the first to explicitly prohibit discrimination based on race, gender, religion, ethnicity, or national origin; the first to provide a free education to every admitted student, before free public education at the pre-college level became public policy; and the first to offer a free reading room, the forerunner of the public library, open to all residents of the city. By 1907 the school had grown to over two and-a-half thousand students (with 3000 on the waiting list), taking full day time and night courses in general science, chemistry, electricity, civil, mechanical, electrical engineering, and art. The evening courses at The Cooper Union — in art and science, history, philosophy, politics, and government — were the prototype for the opportunities offered today in continuing education classes throughout the country.

In accordance with his wish to embody the idea of social and intellectual "Union" Peter Cooper established his institution above a central gathering place, the Great Hall, where 3,000 people could stand to hear free lectures by speakers whose views were reshaping society. From its opening in 1858, The Great Hall became a center of civic engagement for the community outside of The Cooper Union, providing a space for free public lectures, a forum for public debate and a platform for some of the earliest workers, women's and minority rights campaigns. It opened on the eve of the Civil War and on December 15, 1859, anti-slavery leaders Wendell Phillips and George Cheever honored the memory of John Brown, who had been hanged just two weeks earlier for his raid on Harper's Ferry. This created an immediate reputation of radical reform and democratic freedom.

On February 27, 1860, Abraham Lincoln delivered his famous "Right Makes Might" speech in The Great Hall. In addition to Phillips and Cheever, Frederick Douglass also rallied abolitionists here, and it was here that Douglass celebrated Lincoln's Initial Emancipation Proclamation. Cooper Union also housed other important social movements of the 19th and 20th centuries. It was headquarters for Susan B. Anthony and Elizabeth Stanton's suffrage newspaper *The Revolution*.

Housing reform and the municipalization of transit funding were initiated in the Great Hall debates. The American Red Cross was born here. In 1909, young shirtwaist workers launched the "uprising of the twenty thousand," which began the enormous struggle to improve working conditions in the city's garment industry. In 1910 the National Association for the Advancement for Colored People was organized in the Great Hall, where W. E. B. DuBois challenged the nation to live up to its promise of freedom. The Great Hall has provided a forum for American presidents after Abraham Lincoln from Ulysses S. Grant to William Jefferson Clinton.

Unlike many other urban educational institutions, The Cooper Union has never thought of changing its location or moving to the suburbs. For one hundred and fifty years The Cooper Union has remained not just wedded to a site but also to a public mission of producing an educated citizenry and to offering full tuition scholarship education to deserving students regardless of need.

The visit of the Middle States Commission on Higher Education team will coincide with the one hundred and fiftieth anniversary of The Cooper Union's opening its doors. In the Fall of 2008, new doors will open. A new academic building (NAB), on the current site of the Hewitt Building, is planned to accommodate the School of Engineering, the Faculty of the Humanities and Social Sciences, and some functions of the Schools of Art and Architecture. The strategic rebuilding plan also envisages a second major renovation of the Foundation Building, upgrading the environmental systems, providing accessibility to all facilities, and refurbishing the studios and classrooms of the Schools of Art and Architecture.

B: Institutional mission and current programs

The Cooper Union today carries forward Peter Cooper's vision by providing cutting-edge architecture, art, and engineering education. A new mission statement was developed in response to recommendations from the 1998 Middle States evaluation team. A draft statement was communicated to all constituencies of The Cooper Union, including alumni, in December 1998. Responses were entirely favorable. The mission statement was adopted in 2000 to provide a unifying touchstone for the College as it moved into the 21st century.

The Cooper Union for the Advancement of Science and Art, through outstanding academic programs in architecture, art, and engineering, prepares gifted students admitted on merit to make enlightened contributions to society. Cooper Union provides all students with full-tuition scholarships, close contact with a distinguished and creative faculty, and a rigorous, humanistic learning environment stimulated by the process of design and enhanced by the urban setting.

As an intellectual and cultural center, The Cooper Union offers public programs that enrich the civic and artistic life of New York City. Founded in 1859 by Peter Cooper, philanthropist, The Cooper Union advances its historic commitment to science and art through intellectual, practical, and artistic applications for the future.

The mission statement incorporates and promotes the ideals of this all-honors college, including an ongoing commitment to provide a full-tuition scholarship for every admitted student, now valued at approximately \$30,000 annually. It also reflects The Cooper Union's original charter requiring that the institution offer academic programs equal to those offered by any college "now established or

herein after to be established," and the goal of providing access to high quality higher education for exceptional students who might not otherwise be able to afford it.

Currently The Cooper Union offers degrees in Architecture, Art, and Engineering. The School of Art offers a Bachelor of Fine Arts degree. The Irwin S. Chanin School of Architecture offers Bachelor of Architecture and will soon offer Master of Architecture degrees. The Albert Nerken School of Engineering offers a Bachelor of Engineering degree (majors include Chemical, Civil, Electrical, Mechanical, and Interdisciplinary Engineering), Bachelor of Science and a Master of Engineering degree.

The 2005 fall enrollment includes 1005 students: 148 in Architecture; 276 in Art; 506 in Engineering Undergraduate; 54 in Engineering Graduate; 15 full time Visiting Students and 6 part-time Visiting Students.

There are 52 full-time and 204 part-time faculty members currently employed by the College.

C: Nature and Scope of Self Study

The last Middle States Commission on Higher Education (MSCHE) Self-Study and visit was in 1998. Since then The Cooper Union has undergone major administrative changes in terms of personnel with more than one third of the faculty newly hired over the decade. In 2000 a new president, George Campbell Jr., arrived. Two years after, in 2002, a new Dean of Architecture, Anthony Vidler was installed, and most recently, in October 2005, a new Dean of Art, Saskia Bos took up her position. At this time The Cooper Union is also selecting a new Dean of Humanities and Social Sciences, a process that is due for completion by June 2006.

The arrival of a new President had two immediate consequences. First, in September 2000, President George Campbell Jr. asked the entire community to engage in a collective process of strategic planning. Second, no sooner had he reviewed the long term health of the institution's finances than he determined that the immediate goal of the entire institution should be to address its long term structural deficit, immediately bringing expenditures more into alignment with income while at the same time pushing ahead with an ambitious plan to maximize its real estate assets by developing commercially attractive sites that it owns. The financial situation was not helped by the bursting of the "dot-com" bubble with instant consequences for the equities investment stock portfolio. In the midst of significant cutbacks, the attack on the World Trade Center also caused a great upheaval in all economic, social, educational, and cultural life south of 14th Street.

Along with administrative change, faculty renewal, and dramatic external challenges the programs of the Schools of Art, Architecture and Engineering, and the Faculty of the Humanities and Social Sciences, have shown steady development. The School of Engineering introduced a new degree in Interdisciplinary Engineering and the School of Architecture has received New York State's permission to grant the Architecture II Masters Degree. In sum, there has been a period of self-examination and change while at the same time showing, at the program level, a remarkable degree of stability.

All three schools have had, or will have had, their professional accrediting agencies visit close to the arrival of the team for MSCHE. The School of Architecture submitted its own program report to the NAAB in 2004, with a highly favorable response. ABET is due to visit the School of Engineering in 2006 while NASAD's review of The School of Art is roughly concurrent with MSCHE, a self-study report due in February and a visit in April, 2008.

As a result of these changes, and in the light of new kinds of adjacency demanded by the New Academic Building (NAB), the Steering Committee believes The Cooper Union would derive the greatest benefit by conducting a comprehensive Self-Study with one overarching, thematic emphasis. The Steering Committee has decided that the phrase "Sustaining the Mission," describes concisely the emphasis the Self-Study should place on its examination of each of the 14 MSCHE Standards. "Sustaining the Mission" is an emphasis the Steering Committee hopes will focus the Self-Study both on the legacy of the first 150 years and the promise of the new century.

In reviewing the MSCHE's handbooks, *Design for Excellence: Handbook for Institutional Self-Study* and *Characteristics of Excellence in Higher Education: Eligibility Requirements and Standards for Accreditation*, the Steering Committee decided it would be most efficient to have some of the 14 MSCHE Standards grouped together, so that associated issues could be addressed by individual Working Groups. Five such Working Groups have been formed and are comprised of administrators, faculty, staff, and students.

Each Working Group is currently reviewing the charge and a list of questions relevant to the standards being reviewed. The charges and questions were developed based upon the major issues being, or needing to be, addressed at The Cooper Union that were identified by the members of the Steering Committee. Guidance in crafting the questions and charges was accomplished with assistance from the information found in the handbooks provided by MSCHE as well as from a review of the Self-Study documents of other institutions.

D: Specific Goals and Objectives

The following are the specific goals and objectives of The Cooper Union's Self-Study:

1. To develop an open, honest, and direct Self-Study process that includes input from all constituencies. To provide the charges, evidential questions, resultant information, and documentation necessary not just for Middle States accreditation but also for the improvement of the institution's ongoing effectiveness, with special attention to assessment. This will be accomplished by creating positions of leadership and membership within the Steering Committee and Working Groups that reflect The Cooper Union's cultural, educational, and professional diversity, and delegating responsibilities to individuals with a record of knowledge and accomplishment in the areas being addressed; recognizing the importance of continuity of student participation throughout the Self-Study process to the extent that the student selected to serve on the Steering Committee will be enrolled at The Cooper Union until Spring 2008; and appointing some individuals to the Working Groups who may not have expertise relevant to the area under study, but who would be likely to raise questions that might not readily occur to other members closer to the issues and/or who would benefit in their professional development from familiarity with areas beyond their own expertise.

2. To ensure that the policies, procedures, and practices of The Cooper Union are consistent with the various Mission Statements of individual divisions. This will be accomplished by having the Steering Committee itself focus on MSCHE Standards 1 (Mission and Goals) and 2 (Planning, Resource Allocation, and Institutional Renewal) with emphasis on “Sustaining the Mission,” while all other working groups will also use the Mission Statement documents and Strategic Plan as context in their areas of Self-Study. In the review of the MSCHE standards and their possible grouping, the Steering Committee thought that Standards 1 and 2 flow into those Standards that are particularly focused on assessment, 7 and 14. It also considered that Standards 7 and 14 are best addressed by summarizing the assessment portions within the other twelve standards. The Steering committee decided that it should have the direct responsibility to focus on these important assessment standards. The Committee did not wish to separate student learning from institutional assessment, or to leave to the administration alone a review of the institutional components of assessment. The Steering Committee believes that the connections between goals and assessment have to be addressed directly and that it was the best body to stand back and consider these links holistically. In the final version of the self-study we anticipate that the important standards relating to mission, planning, and assessment (1, 2, 7, and 14) will permeate the whole effort rather than having chapters or distinct sections to themselves. (See Figure One.)

3. To address the changing needs of The Cooper Union by examining its planning processes and documents, and institutional renewal initiatives, and by critically analyzing how these impact the allocation of resources. This assessment will especially take into consideration the opportunities and challenges posed by the NAB and by renovation of the Foundation Building. A Working Group will be created that focuses on these issues (MSCHE Standard 3) with emphasis on “Sustaining the Mission,” and make recommendations for improvement where appropriate.

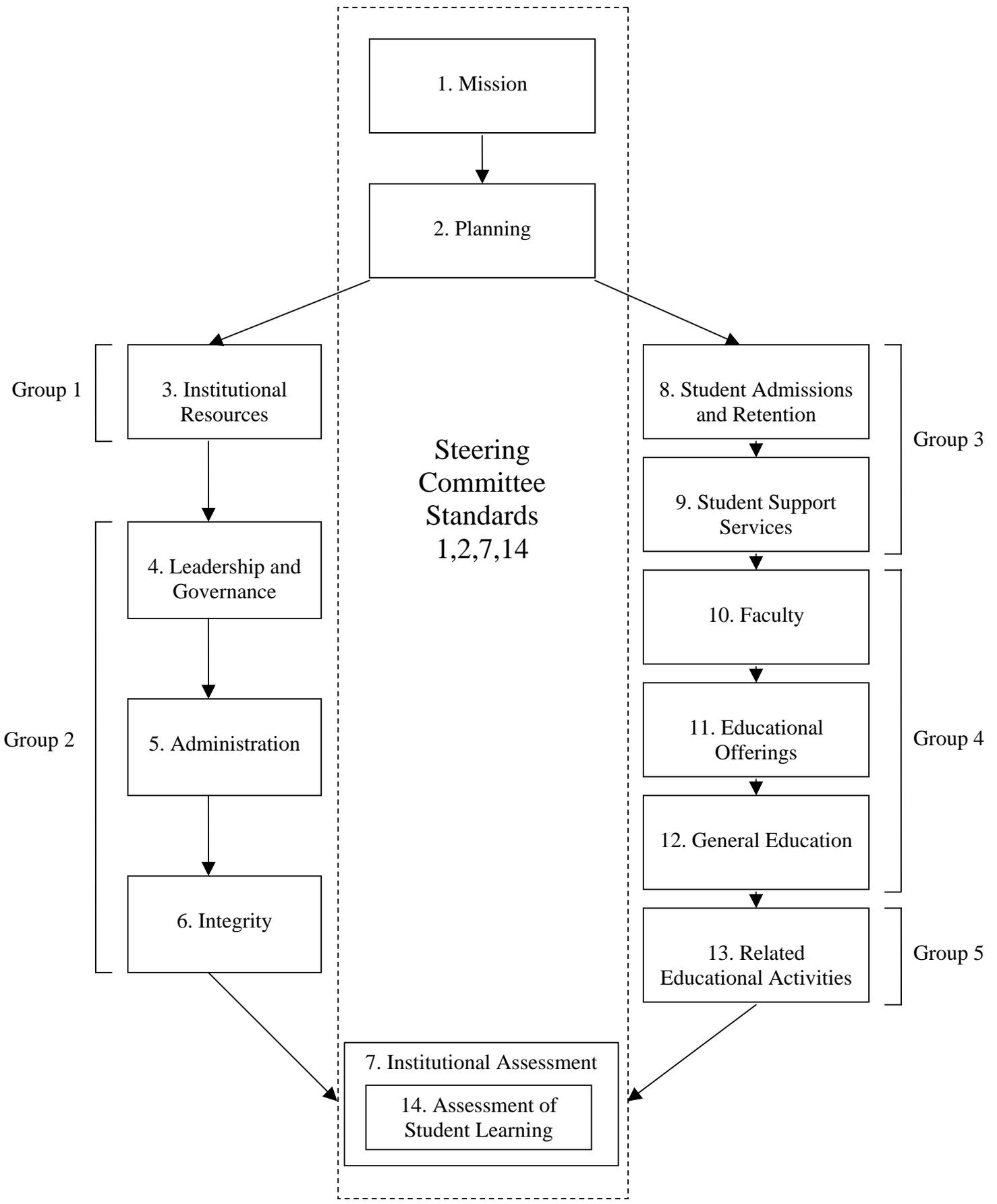
4. To ensure that The Cooper Union’s leadership and governance policies and procedures (MSCHE Standard 4) are sound and its administrative structure and personnel effectively carry out their duties and responsibilities (MSCHE Standard 5) with emphasis on “Sustaining the Mission.” To assure that the College functions with integrity in all of its interactions with its constituencies (MSCHE Standard 6) with the same emphasis. This will be accomplished by creating a working group that focuses on these issues and makes recommendations for improvement where necessary.

5. To ensure that the student admission policies and procedures (MSCHE Standard 8) and student support services policies and procedures (MSCHE Standard 9) are sound and effective. This will be accomplished by creating a Working Group that focuses with emphasis on “Sustaining the Mission,” on these issues and makes recommendations for improvement where necessary.

6 To review and evaluate issues relating to the faculty, educational offerings and general education and make recommendations that will lead to improvements, where necessary. This will be accomplished by creating a Working Group that focuses on these issues (MSCHE Standard 10,11,12) with emphasis on “Sustaining the Mission.”

7. To ensure that The Cooper Union's related educational offerings (MSCHE Standard 13) continue the tradition of public offerings and are of sufficient quality. This will be accomplished by

creating a somewhat smaller working group that focuses on these issues with emphasis on “Sustaining the Mission,” and makes recommendations for improvement where necessary.



E: SELF-STUDY – ROLES, STRUCTURE AND RESPONSIBILITIES

Organizational Structure of the Steering Committee and the Working Groups:

Steering Committee Chair: Peter Buckley, Acting Dean of Humanities and Social Sciences, Associate Professor of History, Faculty of Humanities and Social Sciences. He has responsibility for the entire Self-Study process and preparation of the final Self-Study Report. He meets with the Steering Committee members to provide guidance and serves as an advisor to selected Working Groups. He works especially closely with the Director of Assessment, Gerardo Del Cerro, to sharpen attention on standards 7 and 14.

Steering Committee Members:

Peter Buckley, Chair - Acting Dean of Humanities and Social Sciences
Gerardo Del Cerro - Director of Assessment
Ellen Dorsey - Associate Registrar
Fred Fontaine - Professor and Chair of Electrical Engineering
Day Gleeson - Associate Professor of Art
Claire Gunning - Art and Architecture Librarian
Claire McCarthy - Director, Public Affairs
Elizabeth O'Donnell - Associate Dean of Architecture
Mary Stieber - Assistant Professor, Faculty of Humanities and Social Sciences
Richard Stock - Associate Professor of Chemical Engineering
Ricardo Scofidio - Professor of Architecture
Milton Yuen – Controller
Kayt Brumder – 2nd year Architecture student

Steering Committee Liaisons to Working Groups

Five Steering Committee members have the special assignment as liaison to the subcommittees. They are the first resource for specific MSCHE related issues about those standards under review.

Working Group Leaders

Have the responsibility to lead a working group to review charges, questions, and prepare a report of findings of the group that is submitted to the Steering Committee for incorporation into the final Self-Study Report.

Working Group One: Standard Three: Institutional Resources

Dennis Adams, Professor, School of Art
Mohammed Billoo, student, engineering
Kevin Chea, Senior Budget Analyst, Business Office

Sonia Finley, student, School of Art
Gwen Hyman, Director; Assistant Professor, Center for Writing & Languages
Michael Governor, Assistant Director, Major Gifts, Development Office
Glen Gross, EE Supervisor, School of Engineering
Carol A. Salomon, Librarian (Engineering/Science/U.S. Government Documents/Cooper Archive)
Ruben Savitzky, Assistant Professor of Chemistry, School of Engineering
Michael Young, Visiting Professor, School of Architecture
Milton Yuen, Controller, Business Office, *liaison*

Working Group Two: Standards Four, Five and Six: Leadership and Governance, Administration, Integrity

Joe Cataldo, Professor of Civil Engineering, School of Engineering
Susan Cohen, Assistant Director of Admissions, Admissions Office
George Delagrammatikas, Assistant Professor of Mechanical Engineering, School of Engineering
Laurent Fisher, Director of Major Gifts, Development Office
David Gersten, Associate Professor, School of Architecture
Atina Grossmann, Professor of History, Humanities and Social Sciences
Daniel Kim, student, School of Engineering
Tom Micchelli, Librarian (Visual Resources), Library
Elizabeth O'Donnell, Associate Dean, School of Architecture, *liaison*
Christine Osinski, Professor, School of Art
Sato Saki, student, School of Art

Working Group Three: Standards Eight and Nine: Student Admissions and Retention, Student Support Services

Natasha Cornell, Residence Manager of Facilities & Operations, Student Services
Toby Cumberbatch, Professor of Electrical Engineering, School of Engineering
Mike Essl, Assistant Professor, School of Art
Fred Fontaine, Professor and Chair of Electrical Engineering, School of Engineering, *liaison*
Chung Hyunjin, student, School of Engineering
Devin Kenny, student, School of Art
Diane Lewis, Professor, School of Architecture
Susan Moyle Lynch, Director of Alumni Relations, Alumni Relations
Brian Swann, Professor of Humanities, Humanities and Social Sciences

Working Group Four: Standards Ten and Eleven: Faculty and Educational Offerings

Harold Batista, student, School of Art
Judith Bernstein, Assistant to the Dean for Academic Affairs, School of Art

Robert Bordo, Associate Professor, School of Art
Ellen Dorsey, (*liaison*) Associate Registrar, Admissions and Records
Steve Frankel, student, School of Engineering
Vito Guido, Professor of Civil Engineering, School of Engineering
Andrew Sammut, Administrative Associate, Admissions and Records
Monica Shapiro, Administrative Associate, School of Architecture
Sohnya Sayres, Associate Professor, Humanities and Social Sciences
Robert Thill, Director of Career Services, Career Services
Tamar Zinguer, Associate Professor, Proportional, School of Architecture

Working Group Five: Standard Thirteen: Related Educational Activities

Joyce Bishop, Administrative Associate, School of Art
Kausik Chatterjee, Assistant Professor of Electrical Engineering, School of Engineering
Brian Cusack, Adjunct Instructor of Mechanical Engineering, School of Engineering
David Greenstein, Director, Continuing Education
Tomashi Jackson, student, School of Art
Sharon Markowitz, student, School of Engineering
Lee Ann Miller, Professor, School of Art
Mary Stieber, Assistant Professor, Faculty of Humanities and Social Sciences (*liaison*)
Margaret Wray, Special Projects Assistant, School of Art

F. Charges to the Working Groups and analytical Questions

Prior to a visit, the Middle States Commission on Higher Education (MSCHE) requires an institution to conduct an intensive Self-Study. The Cooper Union's visit is scheduled tentatively for the Spring of 2008. Despite the confluence of the MSCHE accreditation process with visits from other accrediting agencies, The Cooper Union has chosen to conduct a comprehensive Self-Study with one thematic area of emphasis. The comprehensive study model was chosen to help strengthen the culture of assessment at the institution. To paraphrase the MSCHE publication *Designs for Excellence: Handbook for Institutional Self-Study*: the self-study process will enable the campus community to examine the College's strengths and areas in need of improvement, recommend solutions to problems and identify opportunities for growth and development. The aim will be to understand, evaluate, and improve, not simply to defend or to describe. The self-study will stress analysis over narrative. In the Steering Committee's opinion the emphasis of any good Self-Study Report should be on introspection and analysis through an open and participatory process. Consequently, the report from each working group should include:

1. A brief description of the specified area with summaries of progress since the last MSCHE report in 1998.
2. A documented analysis of strengths and areas in need of improvement especially in the light on the emphasis on "Sustaining the Mission."
3. Recommendations for building on strengths and effecting improvements.

The Working Groups are not expected to provide resolutions for all problems identified during their research but rather with proposing possible courses of action that might lead to solutions.

Members of working groups should feel free to sharpen our questions, debate their conclusions, and argue over recommendations throughout the course of the self-study process. Working Groups will be asked to provide responses to a series of descriptive and analytical questions about a particular function of The Cooper Union relating to the MSCHE standards. Working group responses, along with their recommendations, likely will be condensed, rearranged, and edited for coherence prior to inclusion in the final report. The Steering Committee will be responsible for reviewing documents and, by consensus, selecting materials that appear in the final version of the Self-Study Report.

A) Missions, Goals, and Objectives, Planning, Resource Allocation and Institutional Renewal (MSCHE Standards 1 and 2)

The Steering Committee itself will: (a) review the Mission Statement documents (The Cooper Union's Mission, Vision, and Value Statements, and individual School, division, program, and department Purpose Statements, and associated goals and objectives); (b) critically analyze the content of the any Mission Statement documents for achieving present and future needs of the institution; (c) evaluate The Cooper Union's process for periodic review and changes to the above documents and (d) evaluate the effectiveness of The Cooper Union's strategic planning process in supporting the priorities of The Cooper Union as defined by its Mission Statement documents.

The Steering Committee will assess the extent to which it believes The Cooper Union meets the requirements of MSCHE Standards 1 and 2 and makes recommendations that will lead to improvements, where necessary.

QUESTIONS:

(a) Review of the previous and new Mission Statement documents

1. What are the current Mission Statements of The Cooper Union, The Irwin S. Chanin School of Architecture, The School of Art, and The Albert Nerken School of Engineering and the Faculty of Humanities and Social Sciences, and are they adequately known?
2. How do institutional decisions support and reflect the Mission Statement of The Cooper Union?

(b) Analysis of the content of the Mission Statement documents

3. Does The Cooper Union's Mission Statement continue to reflect the spirit of the founder's ideas as well as current needs and aspirations?
4. Does the mission statement of The Cooper Union (and the individual mission statements of the faculties and divisions) appropriately drive the curricula, programs, and practices of The Irwin S. Chanin School of Architecture, The School of Art, The Albert Nerken School of Engineering, the Faculty of Humanities and Social Sciences, related programs and administrative divisions of the Cooper Union (the Schools, divisions, programs, and departments)?

(c) Examination of The Cooper Union's process for periodic review and changes to the above documents

5. Are individual Mission Statements periodically reviewed and are there effective mechanisms by which desired changes can be made to the individual Mission Statements?

(d) Strategic Planning

6. Does the Strategic Plan clearly express and articulate the goals of The Cooper Union well as The Irwin S. Chanin School of Architecture, The School of Art, The Albert Nerken School of Engineering and Faculty of Humanities and Social Sciences?

7. In what way does The Cooper Union's current Strategic Plan drive institutional decisions?

8. How effective is The Cooper Union's strategic planning process? What mechanisms are used to establish the timelines for meeting the goals and objectives of the Strategic Plan? How are the timelines for meeting the goals and objectives established?

9. In what way does The Cooper Union engage its schools, programs, and departments, The Irwin S. Chanin School of Architecture, The School of Art, The Albert Nerken School of Engineering, the Faculty of Humanities and Social Sciences and its related programs and administrative divisions in establishing the short and long-term planning process, goals and objectives?

10. To what extent does budget and resource allocation reflect the goals and objectives of the strategic plan?

11. How does the Strategic Plan address The Cooper Union's advancement and external fundraising activities? Is it effective?

Working Group One: Resources (MSCHE Standard 3)

The Working Group will examine and evaluate, with emphasis on "Sustaining the Mission," the availability and allocation of human, financial, technical, and physical resources to implement its Strategic Plan, especially within the context of the NAB and the renovation of the Foundation Building. The Working Group will assess the extent to which it believes that The Cooper Union meets the requirements of MSCHE Standard 3 and make recommendations that will lead to improvements, where necessary.

QUESTIONS:

(a) *Human resources*

1. How effective are existing procedures for determining the necessary number of staff and faculty positions?
2. What is the turnover rate of faculty and staff at The Cooper Union? How are employee satisfaction and the evolving needs of the workplace assessed with respect to the School's mission?
3. What professional development opportunities are offered to faculty and staff? What resources are allocated to these endeavors and are they effective?

(b) *Institutional Resources*

4. What are the short-term strategies for further technological advancement of laboratories, studios and classrooms so that the delivery of the academic degree programs, research accessibility, and the continuing education program, is enhanced? Will the NAB answer those needs in the long term?
5. Are the faculty and staff given the opportunity to acquire up-to-date skills in technology? What incentives encourage the faculty and staff to explore the opportunity?
6. How do the administration, faculty, and staff work together to identify and address the fiscal needs associated with implementation of the Strategic Plan and the development of the budget?
7. Describe The Cooper Union's long and short-term fiscal plans.
8. What spending prerogatives, within the context of established priorities, exist for the Academic Deans and Administrators? What mechanisms are in place to measure fiscal accountability?

(c) *Financial Resources*

9. How is the endowment managed and its performance evaluated, given the unique mission of The Cooper Union to offer an all scholarship education? How does The Cooper Union's endowment performance compare to appropriate benchmarked institutions?
10. Do contingency plans and resources exist to address emergencies, such as 9/11, or gross market fluctuations without adversely impacting institutional quality?
11. What strategies does The Cooper Union employ to measure and assess its utilization of institutional resources in support of the institution's stated missions and goals? If benchmarks are used, how are they selected and evaluated?
12. Does the allocation of resources enable the faculty, staff, and administration to support The Cooper Union's Mission and outcomes expectations college wide?
13. Are resources adequate to support the academic and research programs and libraries, in order to accomplish the institution's objectives for student learning?

14. How does the institution respond to any concerns cited in the annual independent audit's accompanying management letter?

(d) *Technological resources*

15. How are resources allocated to support The Cooper Union's technology plan?

16. How do the technology resources allow the faculty and staff to support effectively the Mission Statement and Strategic Plan?

17. Is the annual technology budget adequate to accommodate future upgrades in technology that will be necessary campus-wide?

18. How are network resources managed to assure maximum effectiveness of operations and services?

19. How does The Cooper Union assess the technical resources (hardware, software, and staff) available, given the high demand for technology in the professional fields taught in the Schools of Architecture, Art, and Engineering?

(e) *Physical resources*

20. Do concerns remain regarding the planning and design of the NAB including its effect on the academic programs?

21. What is status of the planning design and budget for necessary renovations in the Foundation Building?

22. Has there been an effective assessment of the various academic uses of the available space in the NAB, including: laboratories, studios, classrooms, computing facilities, offices for faculty and staff, and study?

23. What criteria are used to determine resource allocation for facilities and maintenance support?

24. How are priorities established for physical plant maintenance, rehabilitation, and major facilities upgrades especially in the context of the NAB, and how are they assessed?

25. Is there a consistent procedure involving all affected constituencies for determining rules for access to the academic buildings and facilities, including after-hours access, and associated safety protocols?

Working Group Two: leadership and governance, administration and integrity.
(MSCHE Standards 4, 5, 6)

The Working Group will examine and review the effectiveness of The Cooper Union's leadership, governance, and administration, and its adherence to policy and procedures with emphasis on “Sustaining the Mission”; and reflect upon the degree of integrity which all of The Cooper Union's constituencies demonstrate in actions relative to their roles and responsibilities.

The Group will report on the extent to which it believes The Cooper Union meets the requirements of MSCHE Standards 4, 5, and 6, and, if necessary, make recommendations that it believes will lead to improvements, where necessary.

QUESTIONS:

(a) *Leadership and the Board*

1. Is the manner in which the Board assists in generating resources needed to sustain and improve the institution effective and productive? Does the Board include members with sufficient expertise to ensure that the Board's fiduciary responsibilities can be fulfilled?
2. By what means are Board members appointed or elected? Are board members sufficiently informed about the institution, its mission, organization, programs and plans?
3. Is information about the institution and institutional developments effectively presented to and discussed with members of the Board?
4. Are appropriate self-assessment mechanisms used by the Board and are external consultants used in this process?
5. How is input from various constituencies (faculty, students, staff, and alumni) solicited by the Board? Does the Board receive information that is sufficient in terms of its breadth, depth, validity, and reliability?

(b) *Governance*

6. Does The Cooper Union's system of governance clearly define the roles of institutional constituencies in policy development and decision-making?
7. How do the differing constituted governances for the three Schools and the Faculty of Humanities and Social Sciences affect the leadership and governance of The Cooper Union?
8. Are the boundaries between the faculty contract and the four academic governances clearly understood?

(c) *Administration*

9. Does the current organizational structure of The Cooper Union support the short and long-term strategies of the institution? How are faculty, staff, and students made aware of the administrative structure and how it functions?
10. How are administrative policies and procedures reviewed, updated, and made accessible to members of the campus community?
11. Are the policies and procedures to assess the effectiveness of administrators, administrative structures and services effective?
12. How are staff attitudes and job satisfaction assessed and do staff development programs follow up those assessments?
13. Are the information and decision-making systems adequate to support the work of the administration?

(d) *Integrity*

14. Is the institution's conflict of interest policy clearly communicated to the community and how is it applied? Are the conflict resolution and grievance policies of The Cooper Union clearly communicated throughout the community?
15. Does The Cooper Union have an academic and administrative climate that fosters respect among students, faculty, staff and administration for a range of backgrounds, ideas, and perspectives?
16. How are issues concerning intellectual property dealt with by the schools and are any policies effective?
17. Are the student discipline and student grievance procedures sufficiently understood by students and faculty alike? Is there a consistency of such policy and procedure across the institution?
18. Are codes of conduct for faculty and staff clearly stated and communicated to the entire community?
19. How consistent is the communication of The Cooper Union's Mission, goals, and objectives in its internal and external documents and publications, and marketing efforts?

Institutional Assessment - (MSCHE Standard 7)

The Steering Committee itself will evaluate processes and procedures that The Cooper Union uses to assess its effectiveness in achieving its stated mission, goals, and objectives. To accomplish this, the Steering Committee will review whether The Cooper Union has developed and implemented assessment processes that evaluate the effectiveness of its Schools, programs, and departments, and their constituencies and uses these assessment results to improve quality and gain efficiencies.

The Steering Committee will assess the extent to which it believes The Cooper Union meets the requirements of MSCHE Standard 7, and make recommendations that will lead to improvements, where necessary.

QUESTIONS:

1. Are comprehensive, sufficient and effective outcomes assessment processes in place for *all* aspects of The Cooper Union's activities?
2. Do all The Cooper Union's assessment processes clearly and appropriately relate to its Mission, Goals, Objectives, and Strategic Plan?
3. How effective is the coordinating mechanism that covers all the assessment processes at The Cooper Union?
4. Are the methods for communicating outcomes assessment feedback among the constituencies sufficient and effective?
5. Are sufficient resources provided to support the assessment processes? Are they effectively assigned and distributed?

Working Group Three: Student admissions and retention; and Student Support Services (MSCHE Standards 8 and 9)

The Working Group will examine and evaluate the policies and programs related to student admissions and student support, including both academic and non-academic services. Specifically, the Working Group will a) assess the extent to which the Schools admit students whose abilities and interests match its Mission Statement, its vision, its values, and its stated program purposes; and b) examine the appropriateness and effectiveness of the support services in place for students to achieve The Cooper Union's overall goals for them.

The Working Group will assess the extent to which it believes The Cooper Union meets the requirements of MSCHE Standards 8 and 9, and make recommendations that will lead to improvements, where necessary.

QUESTIONS:

(a) Admissions Policies and Procedures

1. What are the admissions policies of each of the three Schools? How are these policies determined and how often are they revised? Are they congruent with the Mission Statement documents?

2. Are goals for success in admissions sufficiently articulated and subsequently assessed? How are the results of assessment used to improve the admissions process?
3. How effectively do faculties, staff, and students participate in the admissions process in each of the three Schools?
4. How well do the admissions committees in each of the three Schools work in relationship with general admissions policies and guidelines?
5. How efficiently does information flow from Admissions to the prospective student? How often, and by whom, are web pages, catalogs, and other student-oriented materials reviewed?
6. Are the standards for the evaluation and awarding of transfer credits properly defined and communicated to prospective students by the three Schools and the Faculty of HSS?
7. Is there adequate opportunity for prospective students to obtain accurate and detailed information regarding programs of study and facilities?
8. How useful and current is the information regarding student life that is communicated to prospective students?
9. How is information on student attrition recorded, evaluated, and utilized with respect to the admissions process, academic experiences, and student life?
10. How is information on graduation rates, post-baccalaureate careers, success in licensure exams, and the like made available to prospective students?
11. How well and how often are recruitment strategies and goals evaluated and assessed for their efficacy?
12. How effective is The Cooper Union in recruiting students who are most likely to benefit from its programs?
13. Do admissions policies effectively address issues of diversity?
14. What long-term trends have been noticed in changes to the student body and is the institution adequately addressing those trends? Are the relevant constituencies consulted on these issues?
15. How well does The Cooper Union work with alumni (Alumni Association and Office of Alumni Affairs) to find and approach qualified, interested applicants?

(b) *Appropriateness and Effectiveness of Support Services*

16. To what extent are The Cooper Union's academic support services available and sufficient for students? Is information regarding these services communicated effectively to students, faculty, and staff?
17. How are the goals for student academic support services articulated and assessed? How are the results of assessment used to improve the quality of academic services?
18. How easily are students able to obtain academic information, appropriate signatures and authorizations, and reasonable appointment times with faculty and staff? What evidence exists that the hours and range of services meet the needs of students?
19. How effective are student orientation programs institution wide and in the individual Schools and the Faculty of HSS? How are their successes measured?
20. Are the policies for maintaining student records and releasing student information appropriate and sufficient?
21. How are the results of assessment used to improve the quality of non-academic services?
22. What evidence exists that procedures for addressing student complaints and grievances outside the academic appeals and student judicial processes are effective? How efficiently are records of student complaints and grievances maintained and communicated to the appropriate constituencies?
23. To what extent is information on scholarships, financial aid, and grants communicated to prospective students in timely and efficient fashion?
24. How effective is student advisement in each of the three Schools and in the Faculty of HSS?
25. Are students provided the opportunity to give feedback and become involved with academic support services, including student advising, and co-curricular activities?
26. Should there be an exit interview or its equivalent for students who choose to leave the institution before earning their degree?
27. What measures are used to encourage participation for and support of extra-curricular and public service activities?
28. Are athletic programs and other extra-curricular programs regulated by the same fiscal and administrative principles, norms, and procedures that govern other institutional programs?
29. How effectively does The Cooper Union deal with mental health issues involving students?

Working Group Four: Faculty, Educational Offerings, and General Education (MSCHE Standards 10, 11, and 12)

The Working Group will examine and evaluate the effectiveness of faculty in fulfilling their primary responsibilities of teaching, research, and scholarly and professional activities. The working group will provide an analysis of the following areas of inquiry: (a) relationship between faculty characteristics and the Mission Statement documents; (b) qualifications, responsibilities, and excellence of faculty; (c) participation of faculty in curriculum development including appropriate linkages between teaching, research and scholarship, professional practice, and student learning; (d) faculty development, advancement, recognition and evaluation including procedures regarding appointments, promotions, grievances and dismissals; (e) roles and responsibilities of adjunct and proportional faculty; and (f) faculty workloads. The Working Group will also provide (g) an in-depth analysis of the educational offerings of the three Schools and the faculty of Humanities and Social Sciences and the general education curriculum.

The Working Group will assess the extent to which it believes The Cooper Union meets the requirements of MSCHE Standards 10, 11, and 12 and make recommendations that will lead to improvements, where necessary.

QUESTIONS:

(a) Relationship between faculty characteristics and the Mission Statement documents

1. How does the faculty provide professional leadership and an academic environment that is consistent with the Mission Statement documents?
2. How does the faculty facilitate student development as defined by the educational component of Mission Statement documents?
3. How are the policies used for the appointments and promotions reflective of the Mission Statement documents? How are the requirements for faculty development related to the Mission Statement documents? What is the evidence that faculty responsibilities and productivity standards reflect the Mission Statement documents?

(b) Qualifications, responsibilities and excellence of faculty

4. Are the hiring practices for faculty appointment appropriate and clearly defined? To what extent is consideration given to practical experience and other qualifications besides a terminal degree during the hiring process? What is the role of "diversity" as it pertains to faculty appointments?
5. Are the roles and responsibilities of faculty clearly defined and appropriate? What is the involvement of faculty in the formal and informal advisement and mentoring of students? Who determines the appointments of faculty as student advisors? How does student advisement and mentoring impact faculty workload and productivity?

6. To what extent do faculty members work closely with other campus professionals and offices provide services that address and support the academic needs of students?

(c) Curriculum development and implementation including appropriate linkages between student learning and teaching, research and scholarship, practice and professional activities.

7. Are the faculties supported appropriately in the development, design, and implementation of the curriculum? How are educational curricula designed, maintained, and updated by faculty?

8. How does the faculty promote integration of learning between courses in order to meet the purposes, goals, and objectives of the academic programs and departments? Is there appropriate cooperation and support across academic fields and across types of professionals?

9. What evidence exists that faculty focus on the development of student skills related to critical reading, critical thinking, writing, and other communication skills to produce new knowledge and understanding? To what extent do faculty adopt and develop innovative learning techniques?

(d) Faculty development, advancement, recognition and evaluation including procedures regarding appointments, promotions, grievances and dismissals.

10. What policies and procedures are in place to retain qualified faculty and are they effective? How does The Cooper Union recognize outstanding work in the basic area of professional responsibility?

11. By what criteria does The Cooper Union set compensation packages, especially salary? What evidence is available to support the belief that these levels are sufficient to attract and retain excellent faculty members?

12. How does The Cooper Union support the advancement and development of faculty? How does The Cooper Union support its faculty in establishing and maintaining appropriate linkages among scholarship, teaching, student learning, research, and service?

13. Are the methods of faculty evaluation and review, and policies that may affect the employment status of faculty, appropriate and are they linked to student learning outcomes?

14. What is the evidence that faculty appointments, performance reviews, and promotions are equitable for all faculty?

15. How do faculty and other professionals, including teaching assistants, demonstrate excellence in teaching and other activities, and demonstrate continued professional growth?

16. What is The Cooper Union's policy and process for faculty grievances and conflict resolution when there is a disagreement between faculty members and their immediate supervisor or other administrative personnel?

(e) Roles and responsibilities of adjunct and proportional faculty

17. What guidelines are used to determine the appropriate levels of education and professional experience for adjunct faculty? How are they consistent with expectations of standing faculty?
18. Is there an appropriate balance between the number of adjunct and proportional faculty and how does it answer the educational needs of students?
19. How is the work of adjunct faculty evaluated with respect to meeting the goals and rigor of the curriculum? Are there adequate resources to help the teaching duties of adjunct faculty?
20. What are The Cooper Union's and the schools' policies concerning adjunct faculty with respect to governance, administrative duties, and design and implementation of the curricula and are they clearly defined?
21. How does The Cooper Union attract and retain adjuncts of sufficient quality?
22. Are the criteria for the appointment, supervision, and review of teaching effectiveness for part-time, adjunct, and other faculty consistent with those for full-time faculty? What is the evidence that appointment decisions, performance review, and appointment renewals are equitable?

(f) Faculty workload

23. Are faculty workloads defined and implemented with consistency and how are decisions regarding overload work assignments and its associated supplemental salary handled across The Cooper Union?
24. Is there sufficient differentiation between "administrative duties" performed by a faculty member and the duties of an "administrative position"?
25. Are the expectations for faculty inside and outside the classroom clearly defined? Which non-teaching activities are encouraged (e.g., exhibitions, scientific research, curriculum development), and is adequate support given for such activities?

(g) Educational offerings, Student learning

26. How do the current academic programs and curricula reflect and support The Cooper Union's Mission, Vision, and Value statements?
27. To what extent are course and class schedules organized to promote coherence of learning and overall program effectiveness? Will a move to a centralized scheduling system affect this coherence?
28. To what extent are students involved in the development of their educational plans? How much flexibility versus structure is there in their learning experiences? To what extent will issues such as space limitation in the NAB, or a move to a centralized scheduling system, affect this?

29. How does The Cooper Union effectively promote critical thinking in professional practice?
30. How are curricular changes initiated and implemented? Are the various roles of faculty, students, and alumni appropriate in the initiation of curricular change?
31. How consistent are the decisions that are made concerning transfer credit? How well are the needs of transfer students accommodated?
32. Are the interests and needs of the students considered adequately in determining elective offerings?
33. How does The Cooper Union encourage, recognize, and reward student academic excellence? What mechanisms are in place to review and revise the criteria for student awards?
34. To what extent are The Cooper Union's faculty, staff, instructional technology, and student learning resources (library, Internet, equipment, etc.) appropriate and sufficient to support a quality educational learning experience? How are the expectations regarding obtaining, evaluating, analyzing, and utilizing various learning resources made clear to students throughout their education?
35. How do professional library staff and faculty collaborate in teaching and fostering information literacy skills relevant to the curriculum?
36. How do The Cooper Union's educational offerings support student development in the areas of integrity, ethics, values, and respect for diversity?
37. How are student research capabilities and independent thinking assessed?
38. Do course syllabi incorporate expected learning outcomes adequately?
39. How does The Cooper Union undertake the assessment of student learning and program outcomes relative to the goals and objectives of the undergraduate programs and use the results to improve student learning and program effectiveness?
40. Are student learning and program outcomes assessed relative to the goals and objectives of the programs especially in terms of professional licensure and professional placement?

(h.) *General Education*

41. Who determines the general education requirements in each of the three Schools? What role should the liberal arts play in the education of the professional artist, architect, and engineer?
42. How does The Cooper Union balance the imparting of skills and content in general education courses?

43. How does The Cooper Union support information literacy and skills in oral and written communication to the students in general education courses? How does it model these expectations?
44. Is the general education curriculum in Humanities and Social Sciences (which includes art history for Art students) designed to prepare students adequately for their professional lives?
45. Does the H&SS core curriculum stand up to general educational requirements at comparable institutions? Should it? Are the general education requirements in H&SS at The Cooper Union, a professional school, competitive with those in comparably selective liberal arts institutions? Should they be?
46. Is there an academic honesty policy in place across The Cooper Union? Should there be? Should it be uniform, or should each school and faculty develop, set, and enforce its own policy?
47. How does The Cooper Union ensure that general education courses, programs, and outcomes are effectively assessed both internally and externally? What evidence exists that learning objectives in general education courses are being achieved?
48. What evidence exists that individual student assessment in general education courses is fair, rigorous, valid, and reliable? To what extent is assessment rigor standardized among courses, schools, and faculty members?
49. How does The Cooper Union ensure comparable quality of teaching/instruction, academic rigor, and educational effectiveness of general education courses including math and science taken outside of The Cooper Union? What are the oversight mechanisms for general educational offerings at associated institutions (e.g., The New School)?
50. Are the general education transfer credits evaluated consistently?
51. How is the effectiveness of general education program evaluated and maintained? What are the mechanisms by which changes may be made in general education curriculum? Are they effective in addressing current needs and developments?
52. How do professional library staff and faculty collaborate in teaching and fostering information literacy skills relevant to the general education curriculum?
53. Are learning resources, facilities, instructional equipment, library services, and professional library staff adequate to support The Cooper Union's general education programs? Are the resources of the Research Library Association of South Manhattan, the library consortium, sufficient to facilitate the requisite level of research and information retrieval in all general education courses?
54. Do course syllabi incorporate expected learning outcomes in general education courses? Are course syllabi adopted by individual instructors in sections of the same course equivalent in the rigor of their pedagogical policies and educational outcomes?

55. How are student research skills and capabilities and independent thinking taught and assessed in general education curricula?

56. To what extent do the admissions criteria set standards for incoming students' general education competencies? How effectively does The Cooper Union communicate its general education goals, standards, and objectives to incoming students?

57. How does The Cooper Union identify and support students who may be under-prepared for general education courses? How and how early does The Cooper Union identify and support students who are in academic difficulty in general education courses?

58. How effectively does the Center for Writing and Language Arts function in assisting students in general education courses?

Working Group Five: Related Educational Activities - (MSCHE Standard 13)

The Working Group will examine and evaluate The Cooper Union's non-credit programs, recruitment programs, and high schools internship programs for their learning experiences, delivery, and adequacy of learning resources. Both content and resources will be reviewed in relation to the Mission Statement documents, desired outcomes, and the needs of target populations.

It will assess the extent to which it believes The Cooper Union meets the requirements of MSCHE Standard 13, and make recommendations that will lead to improvements, where necessary.

1. Describe the related educational activities at The Cooper Union, including details about funding, accreditation, and history of these programs and activities.
2. Do all the related educational activities of The Cooper Union have effective outcomes assessment processes in place and are their missions, goals, and objectives appropriately related to the Mission, Goals, Objectives, and Strategic Plan of The Cooper Union?
3. Is there sufficient coordination of the non-credit programs, recruitment programs, and high school internship programs so that shared goals and objectives may be effectively exploited?
4. Is there effective oversight of these programs to ensure that their design, delivery, content, rigor and quality are consistent with the standards, Mission, and Goals of The Cooper Union?
5. Is there sufficient exploration of inter-institutional collaborations? Is there appropriate and effective outcomes assessment of these collaborations?

Assessment of Student Learning – (MSCHE Standard 14)

The Steering Committee itself will reflect on the Mission Statement documents and determine how these should and do impact student learning and assessment. It will critically analyze student learning expectations; student learning assessment; use of student learning assessment information to improve teaching and learning; and the utilization of student assessment information in making improvements to the programs of the four faculties. In doing so it will identify the current salient issues, formulate relevant questions and identify the resources (existing and those that need to be developed) that are necessary to provide evidence for answers to those questions. In this way The Steering Committee will assess the extent to which it believes The Cooper Union meets the requirements of MSCHE Standard 14 and make recommendations that will lead to improvements, where necessary.

1. How effective are the established outcomes assessment programs of all three Schools and the Faculty of Humanities and Social Sciences at all levels of the student learning process? Are these programs clearly presented to The Cooper Union's constituencies?
2. Do these assessment programs comply sufficiently and appropriately with governmental requirements, professional accrediting agencies, and licensing jurisdictions?
3. Are the Faculty of Humanities and Social Sciences and the Departments of Chemistry, Mathematics, and Physics effectively included in these outcomes assessment processes?
4. Are the learning expectations for courses and programs effectively communicated with the various constituencies of The Cooper Union?
5. To what extent do grading standards and policies at The Cooper Union impact student learning, graduation, and initial job or graduate school placement?

G: Documents

1. SELECTED MIDDLE STATES PUBLICATIONS

Handbook for Periodic Review Reports

Self-Study: Creating a Useful Process & Report, 2006

Principles of Good Practice for an External Quality Assurance Agency, 2003

Assessing Student Learning and Institutional Effectiveness: Understanding Middle States Expectations, 2005.

Developing Research & Communication Skills: Guidelines for Information Literacy in the Curriculum 2003.

Regional Accreditation and Student Learning

Student Learning Assessment, 2003

2. SELECTED NASAD PUBLICATIONS

The NASAD Accreditation Process - An Overview for Institutions

General Instructions for All Formats of the NASAD Self-Study Document

The NASAD Self-Study Document: Standard Format

The NASAD Self-Study Document: Portfolio Format

The NASAD Self-Study Document: Strategic Analysis Format

Assessment of Undergraduate Programs in Art and Design

Disciplines in Combination: Interdisciplinary, Multi-Disciplinary, and Other Collaborative Programs of Study

Guiding the Arts Student: Academic Advising, Career Counseling, and Mentoring Minority Students and Access to Arts Study

Outcomes Assessment and Arts Programs in Higher Education

Policy-Making, The Arts and School Change

Tough Questions and Straight Answers about Arts Accreditation

Work of Arts Executives in Higher Education A Philosophy for Accreditation in the Arts Disciplines (1997) (Acrobat PDF document)

Accreditation Information for Faculty (Rev. 2004) (MS Word 2000 document)

Advisory for Art and Design Faculty and Administrators: NASAD Standards - Mission, Goals, and Objectives (2005) (Acrobat PDF document)

Advisory for Art and Design Faculty and Administrators: NASAD Standards - Undergraduate Programs in Graphic Design (2005) (Acrobat PDF document)

Advisory Regarding Credit Hour Requirements for the Master of Fine Arts Degree in Art and Design (2004) (Acrobat PDF document)

Characteristics of NASAD Standards (Acrobat PDF document)

Code of Good Practice for the Accreditation Work of NASAD (Acrobat PDF document)

The above documents are downloadable from the NASAD website at <http://nasad.arts-accredit.org/>.

HEADS DATA SUMMARIES

Compilations of composite HEADS Survey data from degree-granting music, art/design, theatre and dance programs in higher education are available in the form of Data Summaries. Data Summaries provide statistics on enrollment, faculty numbers and salaries, administrative process, budget, presentation information, and a series of ratios providing comparisons in two or more of these areas.

3. SELECTED NAAB PUBLICATIONS

NAAB Procedures for Accreditation, For Professional Degree Programs in Architecture, 2006 Edition

NAAB STATISTICAL REPORT, 2004

[Comments on "ACSA Statement on Degree Content, Nomenclature and Duration"](#)

Paul Gleye, Ph.D.

AIA Historic Resources Committee, Elizabeth Corbin Murphy and Jack Plyburn

Proposed Revisions to NAAB's C&P, Association to Architecture School Librarians

AIA Diversity Committee, Ted Landsmark, President, BAC

[Strengthening NAAB Criteria](#)

Kim Tanzer Chair, ACSA Task Force on Sustainability 2000-2003

Rethinking Architecture Education, Ava J. Abramowitz, Esq.

Social Justice in Architecture, Elaine Ostroff and Daniel G. Hunter

[Support for ACSA's Position on Accreditation of B.Arch., M.Arch., and D.Arch.](#)

University of Hawai'i at Manoa

Thoughts on the Future of Architecture Education, John Anderson (former President, AIA)

4. SELECTED ABET PUBLICATIONS

[Educating the Engineer of 2020: Adapting Engineering Education to the New Century](#)

Committee on the Engineer of 2020, Phase II, Committee on Engineering Education, National Academy of Engineering, 2005.

[Engineering Change: A Study of the Impact of EC2000, Executive Summary](#)

[Sustaining the Change: A Follow-Up Report to the Vision for Change](#)

[Viewpoints Vol. 1: Issues of Accreditation in Higher Education](#) Improving Ethics Awareness in Higher Education, International Mobility of Professional Engineers, Distance Education

[Viewpoints Vol. 2: Issues of Accreditation in Higher Education](#): Continuing Education

[Viewpoints Vol. 3: Issues of Accreditation in Higher Education](#): Diversity in Applied Science, Computing, Engineering, and Technology

[A Colloquy on Learning Objectives For Engineering Education Laboratories](#): Results of the ABET Information Technology Colloquium

5. ACCREDITATION AND PLANNING REPORTS

COOPER UNION SELF-STUDY REPORT TO MSA, 1998, responses to report and follow-ups

COOPER UNION PERIODIC REVIEW REPORT TO MSA, 2003, with responses to Report and follow-ups

Cooper Union Strategic Plan 2000-5

Cooper Union Strategic Plan 2004-12

6. OUTCOMES ASSESSMENT DOCUMENTS

del Cerro, G. (2003) *Measuring Performance in Engineering Education. Assessment and the Quest for Best Practices at The Cooper Union*

del Cerro, G. (2002) *The Cooper Union Assessment Papers*

Alumni Survey Results 2005

Exit Surveys, yearly since 2000

Entry Surveys, yearly since 2000

Course Assessment Results (Engineering), by semester since 2000

Engineering Student Council Survey Results 2001

Study Abroad Program Survey Results

del Cerro, G. and Naphysah Duncan (2002) *Assessing Success. Female Engineers at The Cooper Union*

The Story of Gateway at The Cooper Union, 2003

7. INSTITUTIONAL RESEARCH

AITU – Rose Hulman Survey

US News Survey

NYSED/HEDS – New York State Education Department/Higher Education Data System

Student Financial Aid – This includes grants, loans, and assistantships and wages given to the graduate and undergraduate students of the Cooper Union. The sources, amount of funds awarded, and numbers of recipients are listed.

Admissions and Academic Preparation for First-time Freshman – Academic preparation is a breakdown of high school grade point averages of first year admits into nine descending gradients (from 4.0 to GED). A similar breakdown of SAT/ACT scores are used to analyze first year admits.

Enrollment – Reports admission statistics such as number admitted, number applied, full-time, part-time and graduate enrollment, their ethnicity and migration. Figures on graduation and retention rates. Categorizes disabled students currently enrolled by specific impairments (mental, physical, health).

Institutional Activity – Describes credit work hours and pre-college work attempted by students. Comparison of the number of students enrolled last year versus those still enrolled this year. Also includes a certification of earned degrees conferred in the current year.

IPEDS – Integrated Post Secondary Education Data System

Institutional Characteristics – Includes the school's institutional control or affiliation (which is public not-for-profit in Cooper's case), accreditations, admissions requirements and considerations, figures reflecting current enrollment, applicants and admissions, student charges (such as application fees, tuition, room and board).

Completions – Describes the ethnic and gender breakdown of degrees awarded for the current year within each discipline.

Employees – Involves data on the faculty broken down by rank and gender. Head counts salary outlays and average salaries, tenure status and fringe benefits are reported for the faculty. Classifications (based on primary functions/occupational activity) for all Cooper employees (part-time and full-time) are reported.

CUPA-HR – College and University Professional Association for Human Resources

The CUPA surveys are also distributed via the web and only about four surveys are posted annually. The information collected from these surveys are processed and analyzed along with data from many other institutions to be published in a series of handbooks by CUPA-HR. These handbooks contain data useful as planning and benchmarking tools. Most of the data reported are directly from the Business Office because it deals mostly with employee compensations and workloads. In the three surveys I have completed so far...

The Administrative Compensation Survey - Requests items such as Cooper's operating budget, student enrollment and faculty size (including course hours taught and standard teaching loads, adjuncts are factored in as well). Data for all administrative level staff are also reported according to professional positions. This data includes their annualized salaries, years of service to position, hiring source (internal/external), sex, and minority status.

The Mid-Level Administrative Survey – Reported items include Fair Labor Standards Act (FLSA) status (exempt or non-exempt), number of incumbents to a certain position, average annual salary, actual salary high and salary low.

The National Faculty Salary Survey – Data includes number of faculty, average salary, and lowest and highest salary of all ranks of faculty (excluding adjuncts) across the various disciplines offered throughout the Cooper Union.

8. STUDENT SERVICES

New York State Department of Health Post-Secondary Immunization Survey

New York Stated Education Department NYSED—2h-2 Enrollment of College Students With Disabilities

Campus Security and Safety Report (US Department of Education)

U.S Department of Education Fiscal Operations and Application to Participate Report-FISAP

New York State Education Department 4.1 Report

Internal Reports

Biennial Report under Drug Free Schools Act (filed with Business Office)

Engineering Career Statistics (filed with Engineering School as part of ABET report)

Cooper Union Ten-Year Financial Aid Comparison Report

Graduating Class Educational Loan Indebtedness Report

9. ADMISSIONS

Admissions Summary

Enrollment Summary

College Board Annual Survey

IPEDS Enrollment by Race/Ethnicity & Gender

IPEDS Institutional Characteristics

NYSED 2A Estimate of Degrees to be conferred

NYSED 2H Enrollment of College Students with Disabilities

NYSED 2.2 Full Time Transfer Enrollment

NYSED 2.9 Graduation Report for Full Time Undergraduate Students

10. LIBRARY

National Center for Education Statistics:	Biennial	Detailed statistics of library staff, expenditures,
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Academic Libraries Survey Association of College and but more Research Libraries: Statistics Questionnaire	Annual	Similar to above report but more detailed
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Cooper Union Library: Annual Acquisitions and Retrospective Conversion Statistical Report		Detailed statistics of changes in the book collection holdings
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Cooper Union Library: Visual Resources Collection Report	Annual	Statistics of the holdings of the Visual Resources collections, circulation and Reference services
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Cooper Union Library:	Annual	Statistics of the circulation
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Circulation Statistical Report		of all library materials
Research Library Association of South Manhattan: Interagency Report	Annual	Circulation statistics of Consortium transactions (NYU, New School, incl. Parsons, Cooper)
Cooper Union Library: Interlibrary Loan Statistics from and lend to other libraries	Annual	Statistics of material borrowed
Cooper Union Library: Library Research Instruction	Annual	Statistics of Library Research Instruction sessions and attendance. Included in <i>Academic Libraries Survey</i> and <i>Statistics Questionnaire</i> reports but not compiled as a separate report
Cooper Union Library: Database Usage Report	Biannual	Statistics of the usage of database subscriptions
Cooper Union Library: Reference Transactions	Annual	Statistics included in <i>Academic Libraries Survey</i> and <i>Statistics Questionnaire</i> reports but not compiled as a separate report
Cooper Union Library: Highlights of New Acquisitions	Irregular	Selective list of new acquisitions issued three to four times per year

The Library also prepares comprehensive reports that are included in the periodic reports submitted to the respective accreditation agencies for each of the academic programs such as ABET (School of Engineering), NASAD (School of Art) and NAAB (School of Architecture). Likewise the Library's report is included in the institution-wide self-study report prepared for the Middle States Association of Colleges and Schools every ten years with a follow-up review report every five years.

11. OFFICE OF THE PRESIDENT

Unit Annual Reports
 Budget Narratives
 President's Report to the Board
 New Academic Building Monthly Report
 President's Biannual Report
 State of The Cooper Union Address
 Triangle Report (update to CU Community on NAB)

12. BUSINESS OFFICE

Audited Financial Statements for The Cooper Union for the Advancement of Science & Art
 Form 990 - Tax Return for The Cooper Union for the Advancement of Science & Art
 Adopted Budget for The Cooper Union

In addition the Business office is the depository of the following:

- Trustees Minutes
- Faculty Union Contract
- Staff Union Contract
- Health Plan
- Employee Booklet
- Governances
- Staff Handbook
- Personnel files
- Minutes - Board of Trustees
- New Academic Building Plan Documents

13. DEVELOPMENT

Annual Fund Appeals Comparison Report	Year to date report profiles the current fiscal year; End of year report profiles the last completed fiscal year.
Annual Fund Monthly Summary	Multi year comparison of gifts by month, and number of gifts by month, includes graph
Alumni Participation Rates	Active alumni evaluated by class year and status. Includes counts, totals, amounts and percentages.
Alumni Total Giving by School	Alumni Giving Statistics for Most Recently Closed Fiscal Year by School. Includes counts, totals, amounts and percentages.
Bequest Intentions	Tracks documented and undocumented bequest intentions and notifications.
CFAE	Council for Aid to Education Report
Campaign Totals by Fiscal Year	Giving by allocation for each fiscal year
Commitment Pyramid	Number of gifts or pledges \$25K+
Commitment Pyramid Detail	Detail of commitment pyramid
Development Overview	Development Overview, YTD or EOY shows total money raised and current cash receipts
Development Plan	Development Plan Report shows progress towards campaign goals for current fiscal year v. previous YTD.
Institutional Giving Current Supporters	Institutional Giving Supporters List based on a rolling 12 month period.
Outstanding Pledge Report	List of outstanding Annual Fund or Restricted pledges
Patterns of Giving	Giving Statistics by school or all CU
Pyramid Reports	5 year comparison of Annual Fund giving; restricted giving or unrestricted giving
Source of Contribution	Giving totals by entity type with amounts and percentages v. prior YTD.
Trustee Affiliation List	CU Board of Trustees list with Business Affiliations
Trustee Contact List	CU Board of Trustees contact information

Information Services Reports	Report Description
Daily Gift Report	Detailed list of contributions received
Receipt Processing Data	Data for acknowledgement letters.
General Ledger Report	Reconciles contributions received with GL accounts

Board Reports	Report Description
Progress Towards Goals	Shows progress towards campaign goals for current fiscal year v. previous YTD.
Campaign for Cooper Union	Summarizes current fiscal year v. previous YTD against campaign goal and cumulative total.
Cash Receipts	Compares Cash Receipts against New Cash and Pledges for the current fiscal year v. previous YTD.
Gift Table	Number of gifts or pledges \$25K+
Pipeline	Summarizes source of new, potential contributions
Ordinal Report	Tracks activity of prospects
FY Activity	Summarizes External Affairs Dept. FY Activity

H: Timetable

MSCHE Self-Study Institute – Peter Buckley, Gerardo Del Cerro	November 7, 2005
Presidents appoints Chair	January 25, 2006
Chair/Director of Assessment discuss structure	January 26, 2006
President approves structure of Steering Committee	February 7
Full Steering Committee meeting	February 23
Full Steering Committee meeting	March 6
Full Steering Committee meeting	March 20
Full Steering Committee meeting	March 27
Full Steering Committee meeting	April 3
Chair/Co-chair meeting	April 4
Full Steering Committee meeting	April 7
Draft Self-Study Design submitted to MSCHE	April 10
Full Steering Committee meeting including working group members	April 14
MSCHE Liaison meetings on campus	April 18
Full Steering Committee meeting	April 24
Chair/Director of Assessment meeting	April 25
Full Steering committee meeting	May 8
Final Self-Study Design submitted to MSCHE	May 28
Full Steering Committee and Working Group leaders meeting	Sept. 4
Chair/Director of Assessment meeting	Sept. 12
Full Steering Committee meeting	Sept. 25
Full Steering Committee meeting	Oct. 9
Thanksgiving Break	Nov. 23-26
Winter Break	Dec 21-Jan 15, 2007
Full Steering Committee meeting	Jan. 29
Full Steering Committee meeting	Feb. 12
Chair/Director of Assessment meeting	February 26
Full Steering Committee & Working Group leaders meeting	March 12
Full Steering Committee meeting	March 26
Full Steering Committee meeting	April 2
Full Steering Committee meeting	April 16
Full Steering Committee meeting	April 30
Full Steering Committee meeting Initial draft reports from working Groups due	May 14, 2007
Summer Break	
Full Steering Committee Comments on Working Group reports due, assessment material reviewed	Sept. 3

Chair/Director of Assessment meeting	Sept. 7
Revisions reviewed by Steering Comte and Working group leaders	Sept. 24
Self-Study document distributed to constituencies for review and input	Oct. 1
Full Steering Committee meeting	Oct 23
Full Steering Committee and working Group leaders host Institution wide review of Self-Study document	Early November
MSCHE Site Chair's Preliminary visit to Cooper Union	November 2007 (tentative)
Thanksgiving Break	Nov. 24-26
Full Steering Committee Meeting	Dec. 17
Winter Break	Dec. 20-Jan 31
Full Steering Committee Meeting	Jan. 28
Self-Study Report submitted to MSCHE	Feb 1, 2008
MSCHE Site Visit to Cooper Union	April 2008 (tentative)
MSCHE Commission Action Date	June, 2008

I: Format

Editorial style and format for the Working Group reports

Results from the working groups ultimately will be combined into the Self-Study Report. With five different groups and over 40 individuals involved in the process, guidelines are useful to facilitate the compilation of information and to ensure that the final Self-Study Report is a concise, readable document that reflects a consistent style. The Chair will develop a draft and final Self-Study Report that meets the Middle States guidelines, speaks with a consistent voice, and accurately reflects the work of the Steering Committee and Working Groups. All members of The Cooper Union community will have ample opportunity to review the edited, comprehensive report via an interactive website based on WIKI technology and through open forums. The principal audience for the report is the entire campus community, which includes faculty, students, administrators, staff, trustees, and alumni. The staff and evaluators from the Commission on Higher Education will also use the report and have access to the website in their review process.

Recommended outline for Working Group Reports

While the working groups are expected to use independent judgment in the development of their final reports, certain guidelines will ensure a concise, readable, and consistent document. Each Subcommittee report should contain a minimum of three main sections. These sections will include:

A) Summary of Progress, paying particular attention to the charge, and any previous recommendations made during the last Middle States re-accreditation. Any narrative portion should be succinct and brief.

B) Indicators of strengths and identifications of areas in need of improvement to include an analysis of The Cooper Union's compliance with the MSCHE Standard(s) under consideration.

C) Recommendations for strengthening or improvement to include suggested actions, where necessary.

Mode of writing

The Working Groups will present their findings, conclusions, and recommendations in a balanced and objective manner. Analysis, not description, will be stressed. Reports will be logical, objective, and factual, with findings supported by clearly presented evidence.

Suggested Profile of the Evaluation Team

The team chair and some team members should have experience in higher education in professional disciplines, though not necessarily The Cooper Union's own. The steering committee believes that it would be useful to have a team membership balanced between those who are especially conversant with issues relating to professional schools within larger university structures and those who come from colleges possessing a smaller scale. In this regard it would be helpful if some team members come from urban institutions or those without residential campuses.

Among the peer and aspirational institutions the Steering Committee notes are Yale, Princeton, Johns Hopkins and Rice as those of large university structure and Bryn Mawr, Haverford and Swarthmore as those of smaller scale. Cal Arts, Cranbrook and Curtis Institute were mentioned as comparable specialized institutions. The steering committee further suggests that the team include members with experience in the following areas:

- A) Finance, (perhaps with experience of full scholarship schools and urban campus)
- B) Resource Allocation and Resource Utilization (with knowledge of rebuilding efforts)
- C) Faculty (with knowledge of faculty unions or associations)
- D) Student Learning Assessment (with knowledge of student learning assessment issues relating to studio environments and project-based evaluation)
- E) Student Admissions (with knowledge of highly selective schools)