

Assessment requirements in the 2015 MSCHE Standards

Standard I: Mission and Goals - The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

An accredited institution possesses and demonstrates the following attributes or activities:

Criteria #4

Periodic assessment of mission and goals to ensure they are relevant and achievable.

Standard II: Ethics and Integrity - Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

An accredited institution possesses and demonstrates the following attributes or activities:

Criteria #9

Periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.

Standard III – Design and Delivery of the 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.

An accredited institution possesses and demonstrates the following attributes or activities:

Criteria #8

Periodic assessment of the effectiveness of programs providing student learning opportunities.

(TS note: Faculty responsibilities under new Standard III – Design and Delivery of the Student Learning Experience)

Criteria #2

Student learning opportunities that are designed, delivered, and assessed by faculty and/or other appropriate professionals who are:

- qualified for the positions they hold and the work they do;
- sufficient in number;
- rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies;
- provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation;
- reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures;

Standard IV – Support of the Student Experience - Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities,

experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

An accredited institution possesses and demonstrates the following attributes or activities:

Criteria #6

Periodic assessment of the effectiveness of programs supporting the student experience.

Standard V – 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, the institution's mission, and appropriate expectations for institutions of higher education.

An accredited institution possesses and demonstrates the following attributes or activities:

Criteria #5

Periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of education effectiveness.

(TS note =Faculty responsibilities for assessment under Standard V: Educational Effectiveness Assessment)

An accredited institution possesses and demonstrates the following attributes or activities:

Criteria #2

- organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:
- define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals;
- articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals;
- support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders;

Criteria #3

- consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses include some combination of the following:
- assisting students in improving their learning;
- improving pedagogy and curriculum;
- reviewing and revising academic programs and support services;
- planning, conducting, and supporting a range of professional development activities;
- planning and budgeting for the provision of academic programs and services;
- informing appropriate constituents about the institution and its programs;
- improving key indicators of student success, such as retention, graduation, transfer, and placement rates;
- implementing other processes and procedures designed to improve educational programs and services;

Standard VI – Planning Resources, and Institutional Improvement - The institution’s planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

An accredited institution possesses and demonstrates the following attributes or activities:

Criteria #1

institutional objectives, both institution-wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation;

Criteria #9

Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.

Standard VII – Governance, Leadership, and Administration - The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy

An accredited institution possesses and demonstrates the following attributes or activities:

Criteria #5

Periodic assessment of the effectiveness of governance, leadership and administration.