

## **From Norayne Rosero: The new Middle States Standards**

### **Assessment requirements in the New MSCHE Standards**

#### **Standard I: Mission and Goals**

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**

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 accredited institution possesses and demonstrates the following attributes or activities:

##### **Criteria #8**

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

#### **Standard IV – Support of the Student Experience**

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**

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.

#### **Standard IV – Planning Resources, and Institutional Improvement**

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 VI – Governance, Leadership, and Administration**

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

##### **Criteria #5**

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

## **Faculty responsibilities for assessment are now listed under new Standard III and Standard V**

### **Faculty responsibilities under new Standard III – Design and Delivery of the Student Learning Experience**

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

#### **Criteria #2**

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

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

### **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:***

- a. define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals;
- b. 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;
- c. 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:***

- a. assisting students in improving their learning;
- b. improving pedagogy and curriculum;
- c. reviewing and revising academic programs and support services;
- d. planning, conducting, and supporting a range of professional development activities;
- e. planning and budgeting for the provision of academic programs and services;
- f. informing appropriate constituents about the institution and its programs;
- g. improving key indicators of student success, such as retention, graduation, transfer, and placement rates;
- h. implementing other processes and procedures designed to improve educational programs and services;